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ABSTRACT

This two-part report presents the organizational and developmental process behind the San Lorenzo Unified School District's school strategic planning initiative created to transform its schools and thereby enhance student success for the next century. The first part addresses the school district's history, demographics, enrollment trends and enrollment's impact on facility decision making, the schools' ages and condition, grade level spand prior to transformation, class size reduction, identified goals, and funding options. The second part presents an overview of the transformation process, school board role and preparation, board action points, special update sessions, and implementation challenges. The District's 1998/99 annual report is included. (GR)

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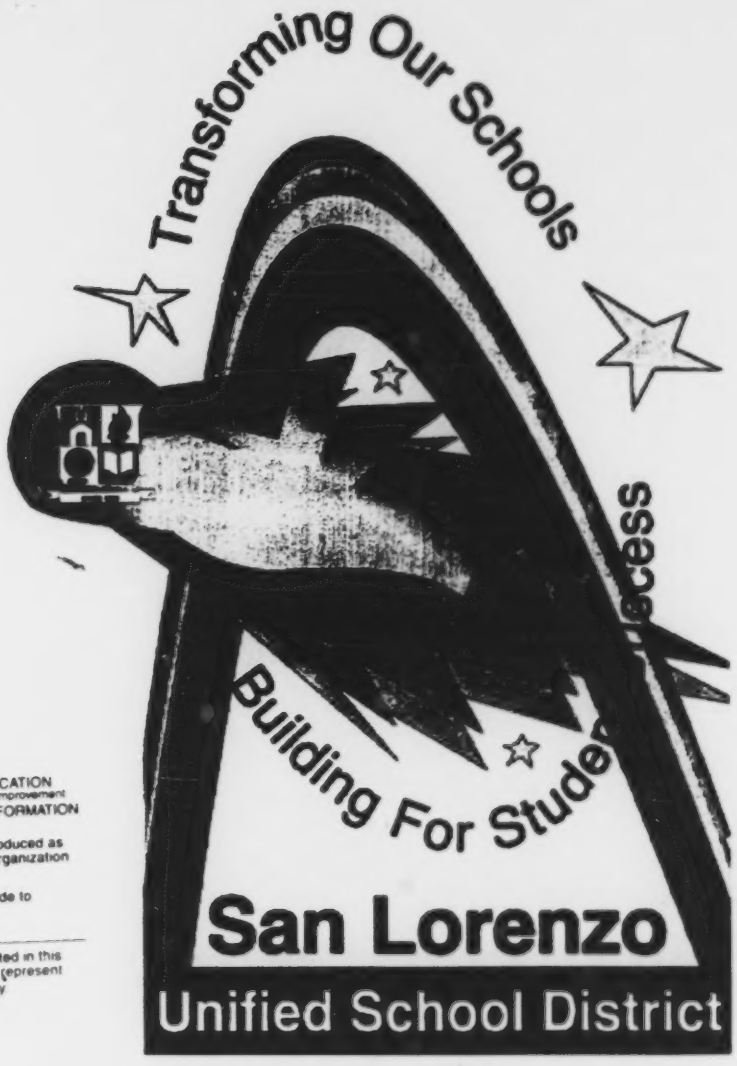

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Presented at the
National School Boards Association Annual Conference
Orlando, Florida
March 30, 2000

Janis A. Duran
Superintendent

Arnie C. Glassberg
Assistant Superintendent, Business Services

EF 005 735

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NATIONAL SCHOOL BOARDS ASSOCIATION
ANNUAL CONFERENCE
ORLANDO, FLORIDA
MARCH 31, 2000

A G E N D A

PART ONE

* HISTORY OF THE SCHOOL DISTRICT

* DEMOGRAPHICS OF THE DISTRICT

* HISTORICAL, CURRENT, AND FUTURE ENROLLMENT TRENDS

* IMPACT OF ENROLLMENT TRENDS ON FACILITIES DECISIONS

* AGE OF SCHOOLS

* CONDITION OF SCHOOLS

* GRADE LEVEL SPANS BEFORE TRANSFORMATION

* CLASS SIZE REDUCTION

* IDENTIFIED GOALS

* FUNDING OPTIONS

NATIONAL SCHOOL BOARDS ASSOCIATION
ANNUAL CONFERENCE
ORLANDO, FLORIDA
MARCH 31, 2000

A G E N D A

PART TWO

* OVERVIEW OF THE TRANSFORMATION PROCESS

* SCHOOL BOARD ROLE AND PREPARATION

* BOARD ACTION POINTS

* SPECIAL UPDATE SESSIONS

* IMPLEMENTATION CHALLENGES

Demographic Data

District

- 1987 61% Anglo; 39% Hispanic/Asian/ African American
- 1999 31.5% Anglo; 68.5% Hispanic/Asian/ African American

Washington Manor 1987

- 1987 70% Anglo; 30% Hispanic/Asian/ African American
- 1999 35.6% Anglo; 64.4% Hispanic/Asian/ African American

SAN LORENZO UNIFIED SCHOOL DISTRICT

ETHNICITY REPORT

4-YEAR COMPARISON

		Am. Ind. or Alaksan Native	Asian	Pacific Islander	Filipino	Hispanic	Black (not of Hispanic origin)	White (not of Hispanic origin)	Totals
99/00	#	106	1,179	191	673	3,814	1,769	3,561	11,302
	%	*.9*	*10.4*	*1.6*	*5.9*	*33.7*	*15.6*	*31.5*	*100.0*
98/99	#	132	1,107	163	661	3,563	1,727	3,689	11,042
	%	*1.1*	*10.0*	*1.4*	*5.9*	*32.2*	*15.6*	*33.3*	*100.0*
97/98	#	123	1,085	146	612	3,325	1,668	3,856	10,815
	%	*1.1*	*10.0*	*1.3*	*5.7*	*30.8*	*15.4*	*35.7*	*100.0*
96/97	#	112	998	131	566	3,096	1,596	3,928	10,427
	%	*1.1*	*9.6*	*1.2*	*5.4*	*29.7*	*15.3*	*37.7*	*100.0*

OVERVIEW OF THE PROCESS

1994-95	Implementation of non-facilities components of Strategic Plan I (SP1)
1995-96	Planning to plan year for facilities component of SPI
1996-97	Identification of scope and desired outcomes for facilities component
1997-98	Implementation planning for Transformation
1998-99	Implementation of Transformation and planning for SPII
1999-00	Evaluation of Transformation and implementation of SPII

SAN LORENZO UNIFIED SCHOOL DISTRICT

Educating for Success

SINCE 1859

RECOMMENDATIONS REGARDING LONG RANGE FACILITIES USE AND RECONFIGURATION OF SCHOOLS

Presented by:

Janis A. Duran
Superintendent

June 3, 1997

PART I

LONG RANGE FACILITIES PLANNING GROUP

SUMMARY OF WORK

AND

PHASE I AND PHASE II
OF
RECOMMENDATIONS/INPUT

FROM THE

FACILITIES PLANNING GROUP

June 3, 1997

(8)

MISSION STATEMENT

"The mission of the Facilities and Resources Action Team is to identify the 12 school sites (by visitation), additional District-owned properties and supporting resources (equipment and personnel). We will organize a District-wide standard for the maintenance, updating and upgrading of the 12 existing sites and evaluate all District properties for the possibility of alternative grade configurations. Additionally, we will develop plans to implement and sustain that standard, as well as develop a short-term strategy to provide middle school site(s) for the students of the San Lorenzo Unified School District."

Page 26
Strategic Plan
1994

FACILITIES PLANNING GROUP'S STUDY MATERIALS

- Enrollment and Facilities - Madrigal, Michell
- Leased Facilities, Portables, Finance/Budget, Revenue Sources - Fettig
- California Credentials - Ow
- Articles re: middle schools and young adolescents - Rusk
- 6/7th grade Core Program
- 8th grade programs
- "What More Information Do You Need" - Resource Team
- Notes from New Haven Visitation Group
- Notes from sub-group District's sites visitations
- Survey results from District's teachers
- Jack Dickson SAMPLE OPTIONS
- INPUT REPORT
- Answers to Questions from March 25/27 Study Sessions
- "Pros and Cons" of facilities under consideration
- Bus Stops information
- Comparative Financial Implications
- Facilities Implementation
- Transforming our Schools...
- Notes from May 14/20 Coffee Klatches
- Superintendant's memo re: Washington Manor/Dayton
- Superintendent's memo re: Comparison of Facilities for Continuation/Alternative Schools
- Superintendent's memo re: examples of recommendations
- Superintendent's memo re: Change and Challenge
- Executive Summary of Survey Results

FACILITIES PLANNING GROUP PARTICIPANTS
1996-1997

Students
- Carrie Arthur/Edendale
- Paula Eisenberg/Colonial Acres
- Erin Wingo/Washington Manor
- Jeff Kwong/Arroyo High School
- Jennifer Elling/San Lorenzo High School

Parents
- Victor Gonzalez - Arroyo High
- William Washington - Bay
- Bob Condap - Corvallis
- Tim Shaffer - Del Rey
- Marsue Lemon - Hesperian
- Joanette Tavarez - Hillside
- Mary Wright - Lorenzo Manor
- Pat Reed - San Lorenzo High
- Sally Wingo - Washington Manor

Community
- Debbie Hansen - San Lorenzo Village Homes Association
- Derry Silva - Cherryland Homes Association
- Robert Leigh (Alt) - Washington HomeOwners Association
- Bobbie Hernandez - PTA
- Gloria Winslow - District Bilingual Advisory

Employee Groups
- Barbara Dunn/SLEA/Arroyo High
- Pam Fobert/SLEA/Bay
- Michael Apel/SLEA/Bohannon
- Jan Jones/SLEA/Colonial Acres
- Betty Riback/SLEA/Corvallis
- Roz McCluney/SLEA/Del Rey
- Allyson Henderson/SLEA/Edendale
- Mike Roche/SLEA/Hesperian
- Pam VandeKamp/SLEA/Hillside
- Kristin Kane/SLEA/Lorenzo Manor
- Elliot Schneider/SLEA/San Lorenzo High
- Harry Uliasz/SLEA/Washington Manor
- Peggy Shepherd/CSEA
- Larry McNabb, SEIU
- Pat Wills, Confidential/Supervisory
- Javier Mendieta, SLMA, Secondary
- Jodi Lytel, SLMA, Elementary
- Carol Lyda/CSEA
- Jan Steinhoff, SLMA Secondary
- Jan Preston, SLMA, Elementary

Helen Randall - Board
Jim Ferraro, Business Services
Larry Maniscalco, Superintendent's Staff

Facilitator: Cathy Toldi
Resource Team: Jack Dickson, Janis Duran, Paul Fettig, Angelo Madrigal, Tom Michell, Liz Rusk, Art Thayer, Jane Tom

FACILITIES PLANNING GROUP'S AND OTHER ACTIVITIES

1.0 MEETINGS

The Facilities Planning Group held its first meeting on October 10, 1996. Following this meeting, the FaPG met on the following dates:

October 17, 1996
November 7, November 14, 1996
December 12, 1996
January 16, January 30, 1997
February 13, February 27, 1997
March 6, March 25/27, 1997
April 10, April 17, 1997
May 1, May 22, 1997

In addition, two study sessions were scheduled for FaPG members to meet with the Resource Team and receive clarifying information.

2.0 SURVEY - PARENTS'

The FaPG completed a research phase during the course of its work during the Fall and Winter. During this time, an informal parent survey was developed by some FaPG members in order to get an idea as to whether parents supported middle schools. The results of this informal survey provided evidence that there was support for a middle school configuration in the District. Additionally, FaPG members read articles pertaining to middle school education and heard presentations from school personnel.

3.0 VISITATIONS

FaPG members also participated in visitations to other districts in order to observe other educational environments. Visitations were made to the New Haven and Alameda Unified School Districts. As a result of these visitations, FaPG members brought back with them more insight and perspective, particularly with regard to middle school operations.

4.0 SURVEY RESPONSES

A survey was developed by a sub group of the FaPG and this survey was sent to students, parents, staff, and homeowners within the San Lorenzo community asking for their thoughts. Survey results were condensed into an Executive Summary that is attached.

5.0 COFFEE KLATCHES

Superintendent Janis Duran held two "coffee klatches" for FaPG members during the Month of May in order to answer questions with regard to facilities, finances, and potential use of lease sites. It was also an opportunity for FaPG members to report on what their constituents were telling them. Notes of these meetings were provided to the Facilities Planning Group.

CRITERIA FOR FACILITIES PLANNING GROUP

In addition to the Board's parameter that ***the recommendation of the Group will be fiscally responsible and within the current and future predicted budget of the District*** consensus was reached by the Facilities Planning Group on the following criteria at their meeting on January 30, 1997:

1. EDUCATIONALLY AND DEVELOPMENTALLY SOUND FOR ALL STUDENTS AT ALL GRADE LEVELS.

2. SIZE OF THE SITE ACCOMMODATES GRADE LEVEL CONFIGURATION.

3. MEETS FUTURE LONG TERM NEEDS.

4. SITES SHOULD BE EASILY ACCESSIBLE TO STUDENTS.

GRADE CONFIGURATIONS

At the February 27, 1997 meeting, the Facilities Planning Group reached consensus on the District's grade configuration of:

K-5

6-8

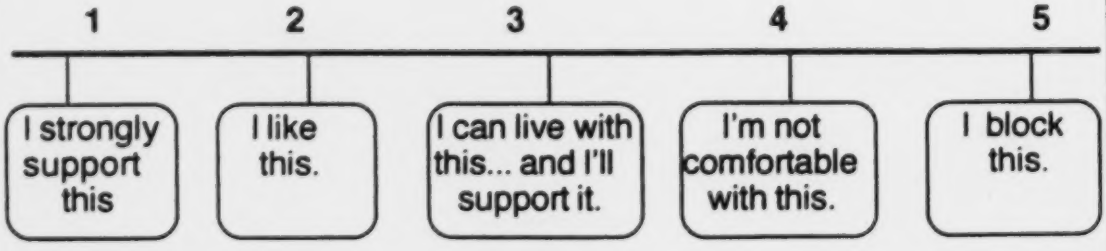
9-12

SAN LORENZO SCHOOL DISTRICT
FACILITIES PLANNING GROUP
DECISION PROCEDURE

1. Discussion.
2. Anyone can call for closure.
3. Clarify proposal.
4. Poll for preferences.
5. Larry assesses: is this enough agreement to be considered a final decision, or do we need more discussion?

IF YES	IF NO
The decision is considered final.	Return to discussion.
(Note: this is only possible if no one blocks)	Note: people who are less enthusiastic should try to specify what they don't support, and present alternatives.

FACILITIES PLANNING GROUP
GRADIENTS OF AGREEMENT



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FACILITIES PLANNING GROUP
POLLING RESULTS
FINAL MEETING -- May 22, 1997

PHASE I

3 or 4 MIDDLE SCHOOLS:

	1	2	3	4	5
3 Middle Schools	15	1	5	4	5
4 Middle Schools	8	3	4	4	11

MIDDLE SCHOOL SITES:

	1	2	3	4	5
Edendale**	33	1			
Bohannon**	33	1			
Washington Manor**	27	5	1	1	
Dayton	1	3	10	11	6
Colonial Acres	2	5	5	10	11
Sunset	2	1	5	8	16

K-5 SITES:

	1	2	3	4	4
Grant**	32	1			
Dayton**	32	1	2		
Sunset	2	2	4	7	17
Linda Vista	1	5	6	4	15

CONTINUATION SCHOOL SITE:

	1	2	3	4	5
Sunset**	27	3	3	1	0
Martin	0	3	12	10	10

**Decision was reached that these schools will be recommended to Superintendent Duran as the "new" middle, K-5, and continuation sites to be opened in September, 1998.

PHASE II

PHASE II, RECOMMENDATIONS TO TRANSFORMATION IMPLEMENTATION ADVISORY TEAMS AND SUPERINTENDENT (Polling Results)	MORE IMPORTANT	LESS IMPORTANT
If 3 middle schools, then develop criteria to open a 4th middle school in 2001	25	3
Suggest a 6-8 magnet at Fairmont or El Portal	17	9
Portables need windows that open, and 2 doors, with water and a need for storage	33	
Ethnic balance - staff and students	29	
Balance enrollment numbers (middle school)	23	8
Include Bilingual Advisory Council representative in implementation	16	8
Include counselors in middle schools - all grades = to high school ratio	30	
Equity of resources important	23	1
Middle School Vice-Principals	28	1
Develop vocation curriculum	20	10

A commitment was made that these Phase II Recommendations will be discussed and analyzed during the implementation phase.

TRANSFORMING OUR SCHOOLS FOR THE 21ST CENTURY

BUILDING FOR STUDENT SUCCESS

1. **PLANNING TO PLAN COMMITTEE** FOR COMPOSITION, SELECTION, PURPOSE OF TRANSFORMATION IMPLEMENTATION ADVISORY TEAMS

2. **TRANSFORMATION IMPLEMENTATION ADVISORY TEAMS**

   - CURRICULUM DEVELOPMENT / PROGRAM PLANNING
   - DEVELOPMENT "NEW" SCHOOL PLANNING
   - COMMUNICATION
   - FACILITIES PLANNING / CONSTRUCTION MANAGEMENT
   - BOUNDARIES
   - STAFFING / EMPLOYEE GROUP NEGOTIATIONS
   - PARENT / COMMUNITY COMMUNICATIONS

3. **TRANSFORMATION COORDINATION TEAM**

   EXPANDED LEADERSHIP AND TEACHER SUPPORT

   - NEW DIRECTORS: ELEMENTARY EDUCATION DIRECT OR
     SECONDARY EDUCATION DIRECT OR
     ASSESSMENT / ACCOUNTABILITY
     PLANNING DIRECT OR

4. **PLANNING FOR FURTHER IMPLEMENTATION:**

   - CLASS SIZE REDUCTION, 20:1, K-3
   - OPPORTUNITY PROGRAM 6-8
   - ADULT PROGRAM OFFERINGS

SAN LORENZO UNIFIED SCHOOL DISTRICT

TRANSFORMING OUR SCHOOLS FOR THE 21ST CENTURY ...

... Building for Student Success

PART II

SUPERINTENDENT JANIS DURAN'S RECOMMENDATIONS TO THE BOARD OF EDUCATION

JUNE 3, 1997
Presentation and Consideration Only

JUNE 17, 1997
Presented for Approval

RECOMMENDATION 1.0
GRADE CONFIGURATION

WHEREAS the Strategic Plan of the San Lorenzo Unified School District, Revised August 10, 1994, in the Mission Statement on Facilities and Resources states in part, "... as well as develop a short term strategy to provide middle school site/s for the students of the San Lorenzo Unified School District" and

WHEREAS the Long Range Facilities Planning Committee (50 representative members) studied the topic for eight months and unanimously agreed the grade configuration of the schools in the San Lorenzo Unified School District should be K-5, 6-8 and 9-12,

NOW, THEREFORE, it is recommended by the District Superintendent that the grade configuration of the District be K-5, 6-8 and 9-12.

PASSED AND ADOPTED by the Board of Education on the 17th day of June, 1997.

AYES:

NOES:

ABSENT:

Vice President/Clerk of the Board of Education
of the San Lorenzo Unified School District of
Alameda County, State of California

RECOMMENDATION 2.0
K-5 SCHOOLS

WHEREAS the Long Range Facilities Planning Group, studying reorganization and the grade configuration of the San Lorenzo Unified School District, was unanimous in recommending to effect the reorganization of two District schools be re-opened as K-5 schools (Dayton and Grant) and,

WHEREAS the Facilities Planning Group unanimously recommended that seven other schools be operated as K-5 schools,

NOW, THEREFORE, it is recommended by the District Superintendent that Dayton and Grant be re-opened and that the K-5 schools in the District be as follows:

Bay Elementary School
Colonial Acres Elementary School
Corvallis Elementary School
Dayton Elementary School
Del Rey Elementary School
Grant Elementary School
Hesperian Elementary School
Hillside Elementary School
Lorenzo Manor Elementary School

PASSED AND ADOPTED by the Board of Education on the 17th day of June, 1997.

AYES:

NOES:

ABSENT:

Vice President/Clerk of the Board of Education
of the San Lorenzo Unified School District of
Alameda County, State of California

RECOMMENDATION 3.0
6-8 MIDDLE SCHOOLS

WHEREAS the Long Range Facilities Planning Group was unanimous in recommending the following schools be middle schools in the San Lorenzo Unified School District: Bohannon Middle School, Edendale Middle School, and Washington Manor Middle School and,

WHEREAS the Strategic Plan of the San Lorenzo Unified School District, Revised August 10, 1994, Section on Facilities and Resources states, "We will identify, organize, and develop our facilities and resources to support a safe environment for leaning" and,

WHEREAS the Assistant Superintendent of Business Services indicates three middle schools are financially feasible for the District,

NOW, THEREFORE, it is recommended by the District Superintendent that the following schools be middle schools in the San Lorenzo Unified School District:

Bohannon Middle School
Edendale Middle School
Washington Manor Middle School

PASSED AND ADOPTED by the Board of Education on the 17th day of June, 1997.

AYES:

NOES:

ABSENT:

Vice President/Clerk of the Board of Education
of the San Lorenzo Unified School District of
Alameda County, State of California

RECOMMENDATION 4.0
CONTINUATION HIGH SCHOOL/ AND OPPORTUNITY PROGRAM

WHEREAS the Long Range Facilities Planning Group was unanimous in recommending that Sunset School be re-opened as a 9-12 Continuation High School and 7-8 Opportunity Program and,

WHEREAS the East Bay Faith Center is willing to modify the lease they have for the property into a shared usage lease,

NOW, THEREFORE, it is recommended by the District Superintendent that the lease with the East Bay Faith Center be modified for joint usage and that Sunset School be re-opened and operated as a 9-12 Continuation High School and a 7-8 Opportunity Program. *NOTE: The location of the museums, Independent Study, Dayspring Instruction are stillunder study by the Superintendent and Staff. Current plans are for the Preschool to move to Sunset.*

PASSED AND ADOPTED by the Board of Education on the 17th day of June, 1997.

AYES:

NOES:

ABSENT:

Vice President/Clerk of the Board of Education
of the San Lorenzo Unified School District of
Alameda County, State of California

RECOMMENDATION 5.0
DATE OF OPENING

WHEREAS the Long Range Facilities Planning Group was unanimous in its recommendation that reorganization and change of grade configuration be effective with the opening of schools in September, 1998 and,

WHEREAS the opening of schools in September, 1998 will allow adequate time for instructional planning and preparation of the facilities and,

WHEREAS the instructional planning is already commencing to ensure the District can provide facilities and resources to support a safe learning environment and,

WHEREAS the re-opening of Sunset prior to the rest of reorganization in September, 1998 will facilitate a smooth and orderly transition and,

WHEREAS the re-opening of Sunset prior to September, 1998 will allow as many as possible of the programs at Bohannon to move to Sunset allowing necessary work on the facilities to commence at an earlier date,

NOW, THEREFORE, it is recommended by the District Superintendent that reorganization and the new grade configuration be effective with the opening of school in September, 1998 with the exception that Sunset be re-opened as soon as possible and as many as possible of the programs at Bohannon be moved to Sunset.

PASSED AND ADOPTED by the Board of Education on the 17th day of June, 1997.

AYES:

NOES:

ABSENT:

Vice President/Clerk of the Board of Education
of the San Lorenzo Unified School District of
Alameda County, State of California

RECOMMENDATION 6.0, PHASE II - FACILITIES PLANNING GROUP'S RECOMMENDATIONS

WHEREAS, the Long Term Facilities Planning Group identified some concerns/recommendations outside of the "charge" of the committee but related to the reorganization and reconfiguration of the grade level structure of the District, a Phase II on implementation of preceding recommendations and,

WHEREAS, the Long Term Facilities Planning Group identified some concerns/recommendations outside of the "charge" of the committee but related to the reorganization and reconfiguration of the grade level structure of the District, a Phase II on implementation of preceding recommendations and,

NOW, THEREFORE, it is recommended by the District Superintendent that the following Phase II, Facilities Planning Group's recommendations to Transformation Implementation Advisory Teams (TIATs) and the Superintendent be officially received and will be passed on as appropriate:

PHASE II, FACILITIES PLANNING GROUP'S RECOMMENDATIONS TO TRANSFORMATION IMPLEMENTATION ADVISORY TEAMS AND SUPERINTENDENT
If 3 middle schools, then develop criteria to open a 4th middle school in 2001.
Suggest a 6-8 magnet school at Fairmont Terrace or El Portal.
Portables need windows that open, and 2 doors, with water and a need for storage.
Ethnic balance - staff and students.
Balance enrollment numbers (middle school).
Include a Bilingual Advisory Committee representative in implementation.
Include counselors in middle schools - all grades = to high school ratio.
Equity of resources important.
Middle School Vice-Principals.
Develop vocation curriculum.

PASSED AND ADOPTED by the Board of Education on the 17th day of June, 1997.

AYES:

NOES:

ABSENT:

Vice President/Clerk of the Board of Education
of the San Lorenzo Unified School District of
Alameda County, State of California

RECOMMENDATION 7.0
FACILITIES PLANNING GROUP

WHEREAS, the 50 members of the Long Term Facilities Planning Group and the District Resource Team conducted extensive, comprehensive and exhaustive meetings bi-monthly over an eight month period and,

WHEREAS, as a culmination of their meetings, the committee made substantive recommendations that will result in reorganization and reconfiguration of the grade level structure of the District which resulted in the establishment of middle schools for the District and,

WHEREAS, the new grade level reconfiguration will result in a K-5, 6-8 and 9-12 structure for the District's schools and,

WHEREAS, the Long Range Facilities Planning Group, the committee who developed the District's Strategic Plan and the District's staff believe the above stated actions will result in improved learning opportunities for the students in the San Lorenzo Unified School District,

NOW, THEREFORE, it is recommended by the District Superintendent that the members of the Long Range Facilities Planning Group and the District's Resource Team assigned to this project be ***THANKED*** **AND** ***COMMENDED*** **FOR A** ***JOB WELL DONE!*** Their study, commitment and recommendations will have a significant impact upon improved learning opportunities for students in the San Lorenzo Unified School District for years to come!

IT IS, THEREFORE, further recommended by the District Superintendent that the individual members of the Long Range Facilities Planning Group and the District's Resource Team assigned to this project be given a *Certificate of Appreciation* to be signed by the Board of Education President and District Superintendent.

PASSED AND ADOPTED by the Board of Education on the 17th day of June, 1997.

AYES:

NOES:

ABSENT:

Vice President/Clerk of the Board of Education
of the San Lorenzo Unified School District of
Alameda County, State of California

THE NEXT THREE YEARS IN SLzUSD SHOULD BE:

THE MOST EXCITING

THE MOST CHALLENGING

THE MOST STIMULATING

THE MOST EXHAUSTING

AND PROVIDE THE MOST IMPROVEMENTS

FOR STUDENTS

IN OVER TWO DECADES!

Educating for Success

SINCE 1859

TRANSFORMING THE SCHOOLS IN THE SLzUSD FOR THE 21ST CENTURY!

SAN LORENZO UNIFIED SCHOOL DISTRICT

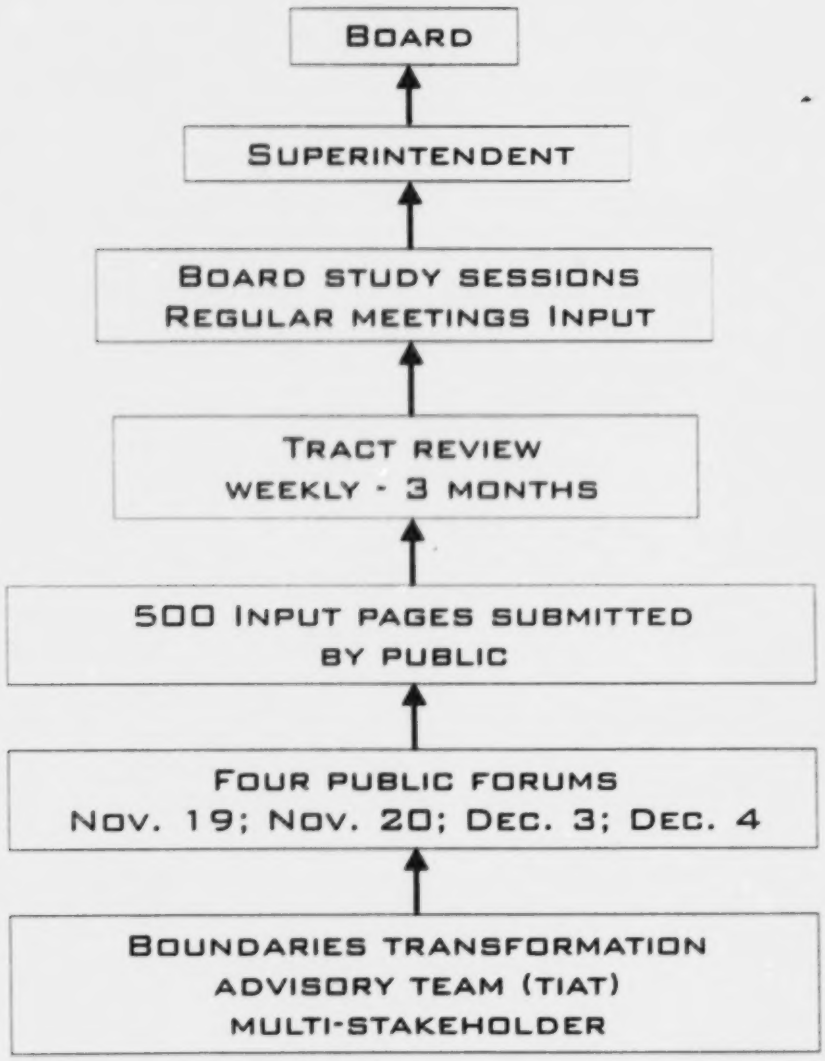
TRANSFORMATION JOURNEY

Pyramids to Decision-Making

"Level of support and buy-in during decision-making is the **key** element to the decision's success"

Janis Duran
Superintendent

Elementary (K - 5)
Middle School (6 - 8)
BOUNDARIES



CONTROVERSIAL

DECISION - MAKING IN PUBLIC SESSIONS

IDEAL OUTCOMES ⟷

- **Quality decisions** are made that will have maximum positive impact on students and their educational achievement.
- **Public** feels their input has been listened to even if final solution does not satisfy them. They Feel the Board is empathetic to feelings even if can not satisfy them.
- **Committee** feels valued; congratulated appreciated even if Board asks for further information; further options/work.
- **Administrators** feel/believe they did a quality job and presented options that work for our students' benefit and future.
- **No one feels** - blamed/shamed/faulted for people not all being "happy".
- **Wedges** are not created that will make further work difficult or even impossible.
- **All parties** appreciate that any solution presents challenges. No one solution is ideal for everyone but is the most optimal solution.

HOW CAN WE CREATE THESE OPTIMAL OUTCOMES - NOT SET UP WIN ⟷ LOSE

BOARD MEETING

PUBLIC INPUT PHASE

- Review agreed upon process

- Concern areas

"Verbally or Body Language
agreeing/disagreeing as
speakers speak"
→ BOXES BOARD MEMBER IN ←

"Commenting to Speakers"

"Some speak from chair"

"Reopening public comment
after closed - informal
→ EXCLUDES SOME
→ INCLUDES OTHERS

"Putting Committee Members or administrators
on the spot
asking them to respond directly to angry person.

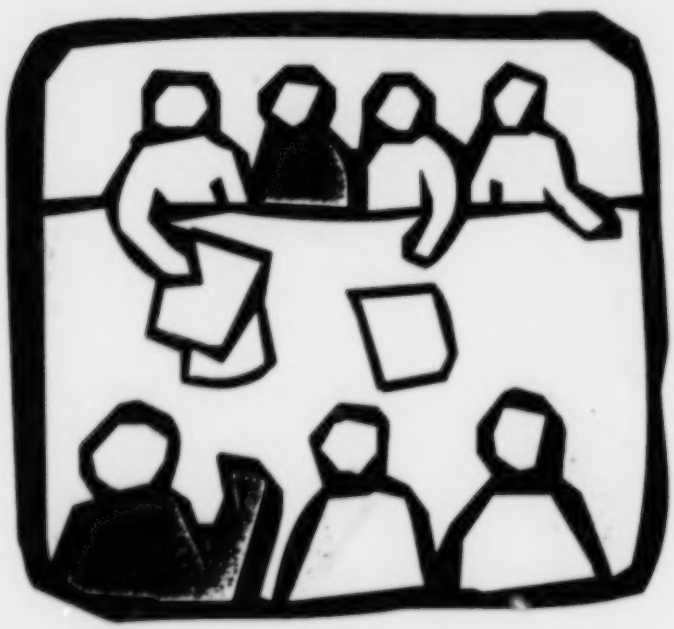
POSSIBLE SOLUTIONS

→ Public input time -- only input

→ Questions by Board Members or speakers fine . . . only questions not opinions

→ Staff (including Supt) **not** respond to public questions one at a time - dialog/debate quickly erupts - goes **nowhere**.

→ Staff responds **AFTER** public comment done - closed **BEFORE** Board discusses among themselves.



TEST DRIVE CONTROVERSIAL DECISION - MAKING SESSION

- What will Board say?
- What are some things that we can do/say to prepare?
- PROCEDURAL FENCES -
  - TIME KEEPER - OTHER THAN PRESIDENT
  - # MINUTES / SPEAKER
  - TIME LIMIT TO PUBLIC INPUT PERIOD

Excerpted from

Managing Transitions: Making the Most of Change

by William Bridges

Chapter 1—It Isn't the Changes That Do You In

It isn't the changes that do you in, it's the transitions. Change is not the same as transition. *Change* is situational: the new site, the new boss, the new team roles, the new policy. *Transition* is the psychological process people go through to come to terms with the new situation. Change is external, transition is internal.

Several of the important differences between change and transition are overlooked when people think of transition as simply gradual or unfinished change. When we talk about change, we naturally focus on the outcome that the change will produce. If you move from California to New York City, the change is crossing the country and learning your way around the Big Apple. The same is true of your organizations's change to a service culture or to a flatter organizational structure or to using electronic mail to communicate internally. In each case the new arrangements must be understood if we are to be ready for the change.

Transition is different. The starting point for transition is not the outcome *but the ending that you will have to make to leave that old situation behind.* Situational change hinges on the new thing, but psychological transition depends on letting go of the old reality and the old identity you had before the change took place. Nothing so undermines organizational change as the failure to think through who will have to let go of what when change occurs.

Transition starts with an ending—paradoxical but true. Test this fact in your own experience. Think of a big change in your life: your first managerial job, or the birth of your first child, or the move to a new house. Good changes, all of them, but as transitions, each one started with an ending.

With the job, you may have had to let go of your old peer group. They weren't peers anymore, and the kind of work you really liked may have come to an end. Perhaps you had to give up the feeling of competence that came from doing that work, and your habit of leaving your work at the office may have stopped when you took on the round-the-clock responsibility of a managerial job.

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Excerpted from *Managing Transitions: Making the Most of Change*. New York: Addison-Wesley, 1991.

With the baby, you probably had to let go of regular sleep, extra money, time alone with your spouse, and the spontaneity of going somewhere when the two of you felt like it. Here, too, your sense of competence may have come to an end as you found yourself unable to get the baby to eat or sleep or stop crying.

With the move, a whole network of relationships ended. Even if you kept in touch, it was never the same again. You used to know where to go for what: stores, the doctor, the dentist, and the neighbor who'd keep an eye on the house when you were gone. You have to let go of feeling at home for a while.

Even in these "good" changes, there are transitions that begin with having to let go of something. There are endings. There are losses. I'm not trying to be discouraging—just realistic. The failure to identify and be ready for the endings and losses that change produces is the largest single problem that organizations in transition encounter.

The organization institutes a quality improvement program, and no one foresees how many people will experience the "improvement" as a loss of something related to their job. The organization builds a beautiful new headquarters building, and no one foresees how many people experience the relocation as a loss.

Once you understand that *transition begins with letting go of something*, you have taken the first step in the task of transition management. The second step is understanding what comes after the letting go: the neutral zone. This is the no-man's-land between the old reality and the new. It's the limbo between the old sense of identity and the new. It is a time when the old way is gone and the new doesn't feel comfortable yet.

When you moved to your new house, or got the promotion, or had the baby, the change probably happened pretty fast. But that is just the external situational change. Inwardly the psychological transition happened much more slowly, because instead of becoming a new person as fast as you changed outwardly, you actually struggled for a time in a state that was neither the old nor the new. It was a kind of emotional wilderness, a time when it wasn't clear who you were or what was real.

It's important to understand this neutral zone for several reasons. First, if you don't expect it and understand why it is there, you're likely to try to rush through it and to be discouraged when you cannot do so. You may mistakenly conclude that the confusion you feel is a sign that there's something wrong with you.

Secondly, you may be frightened in this no-man's-land and try to escape. (Employees do this frequently, which is why

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there is an increased level of turnover during major organizational changes.) To abandon the situation, however, is to abort the transition, both personally and organizationally—and to jeopardize the change.

Third, if you escape prematurely from the neutral zone, you'll not only compromise the change but also lose a great opportunity. Painful though it often is, the neutral zone is the individual's and the organization's best chance for creativity, renewal, and development. The positive aspect of the neutral zone will be discussed further in a later chapter, but here let me note simply that this gap between the old and the new is the time when innovation is most possible and when revitalization begins.

The neutral zone is thus both a dangerous and an opportune place, and it is the very core of the transition process. It's the place and time when the old habits that are no longer adaptive to the situation are extinguished and new, better-adapted patterns of habit begin to take shape. It is the winter in which the old growth returns to the soil as decayed matter, while the next year's growth begins to stir in the root underground. It is the night during which we are disengaged from yesterday's concerns and prepared for tomorrow's. It is the chaos in which the old form of things dissolves and from which the new form emerges. It is the seedbed of the new beginning that you seek.

Ending—neutral zone—new beginning. People make the new beginning only if they have first made an ending and spent some time in the neutral zone. Yet most organizations try to start with the beginning rather than finishing with it. They pay no attention to endings. They do not acknowledge the existence of the neutral zone, then wonder why people have so much difficulty with change.

When I say that "organizations" do these things, I mean, of course, that people do. Only people like you can develop the new attitude toward change by recognizing that it is dependent on transition. Only people like you can learn to manage transitions so the changes do not become unmanageable. Only people like you can implement change in such a way that it does not end up hurting the organization more than helping it.

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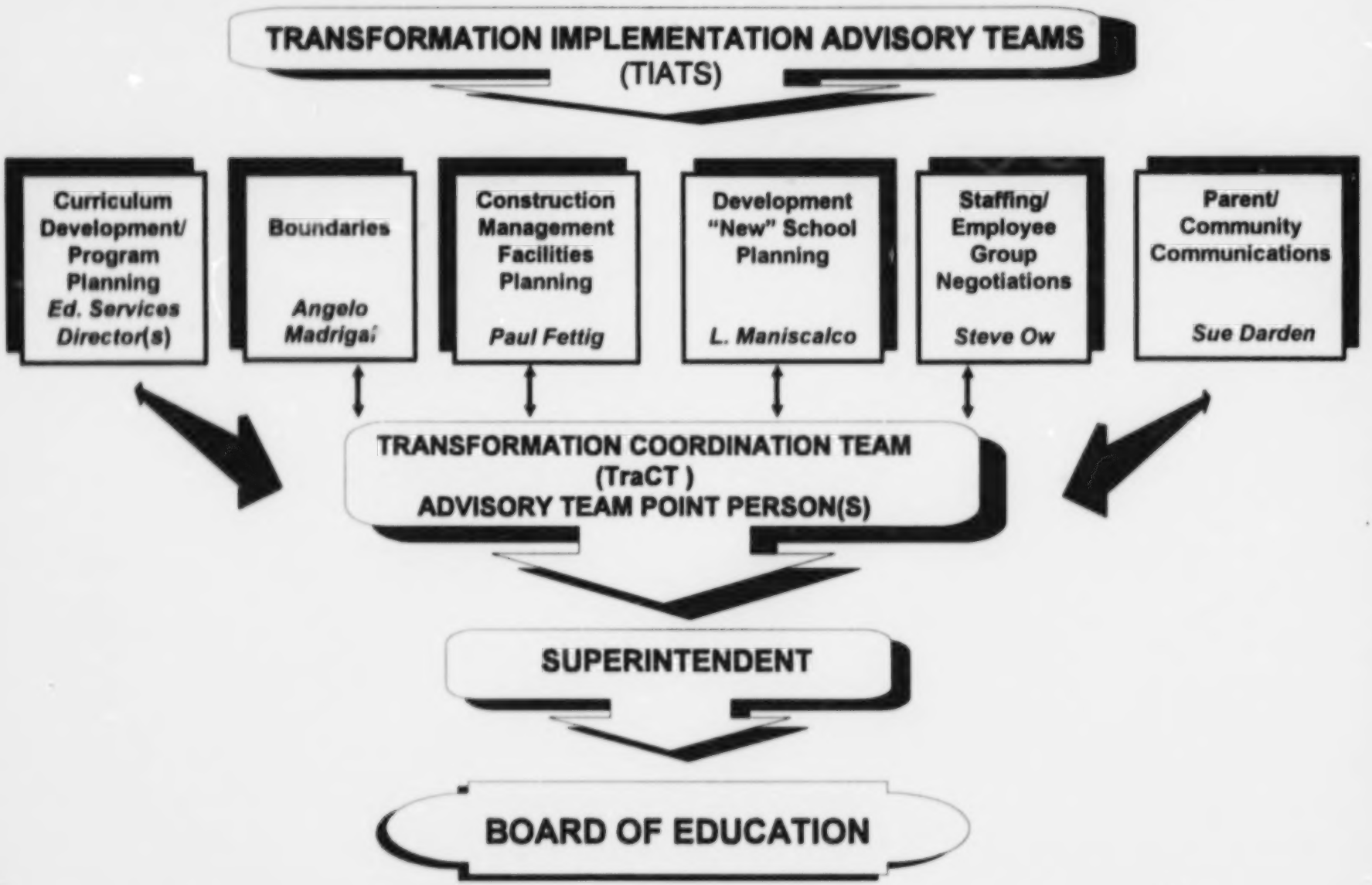
TRANSFORMING OUR SCHOOLS...BUILDING FOR STUDENT SUCCESS



TRANSFORMATIONS

Keeping the Best — Improving the Rest

Transforming Our Schools

Building For Students

San Lorenzo Unified School District

The District's Comet: Transformation for our Students' Future

San Lorenzo Unified School District is poised to make a dramatic *transformation* which holds promise of having the most positive impact for our students than possibly any time in its long history. It is likely this is the most dramatic and comprehensive change in certainly the last 20 years and probably the next 20 years.

Mrs. Barbara Sidari
President, Board of Education

Input/Involvement - What Will Be My Avenues For Input/Involvement?

1. Site Representative Councils will be asked to complete surveys, discuss options, and express joint opinions.
2. The Transformation Implementation Advisory Teams (TIATs) will be formed including a diverse composition of staff, community, students, and parents.
3. Forums for opinions to TIATs: On September 30, 1997 at 6:30 p.m. at San Lorenzo High School cafeteria (use Ashland parking lot) the Transformation Implementation Advisory Teams will hold a forum to receive input from anyone interested. Notes will be taken and shared.

Superintendent's Comments

Purposes of this Transformation

- We will strengthen our accountability benchmark system - What do students need to know and be able to do at 5th, 8th, and graduation? We must be accountable for continuously improving the academic achievement of students.
- 8th graders at high school is not an appropriate setting even though much work has gone into developing a quality core or "house" program for them.
- Currently our 7th/8th/9th graders represent a higher percentage of dropouts, expulsions, and suspensions than any other group. We believe that creating a special place that directly meets their needs will remedy some of the failure of these adolescents.
- The State document, "Caught in the Middle," describes the 6th-7th-8th grades school as the configuration more adaptable to adolescents' age level.
- We will be more in sync with most districts in California.
- Most schools will have smaller enrollments — K-5 will range 382-680; 6-8 approximately 700-850; high schools will be lower than the last eight years.
- We will be able to expand our 20:1 primary class size reduction program to include K-3 grades.
- We will be able to focus on the unique needs of middle school students.
- Curriculum and academic standards will be more clearly defined.
- High schools will concentrate on the 4-year sequence for college prep or other post-secondary goals.
- Middle schools have been shown to meet the needs of adolescents in developmentally responsive ways on a national scale for more than three decades.
- There are currently 12,000 middle schools nationally and the number is growing as meeting the needs of adolescent youth becomes more challenging.
- Creating middle schools will help provide a caring transition between elementary school and high school for young adolescents who are intensively self-conscious and self-evaluative.
- Middle schools subscribe to "elements that are believed to be congruent with the goals of educating adolescent students, such as: advisory programs, an interdisciplinary team organization, an exploratory emphasis, flexible scheduling, active instruction, specially trained teachers, shared decision making, success experiences for all students."
- As we transform, reconfigure, we also have the unique and glorious opportunity to modernize every school in San Lorenzo Unified School District over the next 3-4 years.

Excerpt from remarks to staff, Sept. 2, 1997, by Janis Duran, District Superintendent

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◆ TRANSFORMATIONS ◆

ISSUE #2
September 1997

New Beginnings and Some Endings

To implement improvement, what will end? What must we say good-bye to? What closures will be in store for students, parents and staff?

- We will no longer have our 6th/7th graders at K-7 schools. Our nine elementary schools will become schools serving K-5 students.
- Our 8th graders will no longer be in our high schools, but will be part of our 6-7-8 grade middle schools.
- Edendale Elementary K-7 School and Washington Manor K-7 School will be closed as elementary schools and re-opened as middle schools.
- Bohannon High School will no longer serve high school students, preschool, home instruction and other programs. Bohannon will also become a middle school as these programs are moved to Sunset School.
- We must end or change our leasing arrangements with some sites as we re-open Dayton, Grant, and Sunset Schools.
- We will end some of our boundary lines as we know them now — affecting most schools.
- We will say good-bye to K-3 classrooms larger than 20:1.
- We will end being a relatively small district of 7,000 as it was not too long ago, adding 3 schools and reaching a student population of 11,000.

Excerpt from remarks to staff
Sept. 2, 1997, by Janis Duran
District Superintendent

To recognize our losses is essential to our transformation and creating our new beginnings. A noted statesman once said, "We have nothing to fear, but fear itself."

Why Transformation?

Transformation of the district schools is a planned, systematic approach to internal and external forces such as:

- The strategic plan - approved 3 years ago highlighted the need to research the feasibility of middle schools.
- Schools have too many students on one campus with a wide grade span of 8 grades at one site.
- Enrollment growth has been steady and consistent.
- Parents/community consistently hoping for middle schools over the past 10 years.
- Adolescent students have changed dramatically over the past 10 years. They are now more than ever, at a special age and they need a special place.
- Finally, the state budget now offers a major opportunity to provide our youngest students with the opportunity to have smaller class sizes.

Know Your Elected Board of Education

❧ Barbara Sidari, President ❧
❧ Betty Mouse, Vice-President/Clerk ❧
❧ Norman Fobert ❧
❧ Helen Randall ❧
❧ William Santora ❧

Besides attending over 30 board meetings per year all board members serve as liaison to three-five committees, such as:

- ✔ Regional Occupational Program Council
- ✔ Council for Prevention of Drinking and Driving
- ✔ Sheriffs Advisory Committee
- ✔ Special Education Local Plan Area Committee
- ✔ San Lorenzo City/School Liaison Committee
- ✔ Board of Supervisors Advisory Committee

Total Summer School Enrollment

San Lorenzo High School	539
Bay Elementary School	462
	1,001

Community and Staff Input

When the district developed the strategic plan 140 people were directly involved. There was a committee of 52 and literally hundreds of others provided input. All committee work since 1992, has involved many contributors with multiple perspectives, receiving input from various stakeholder groups. The Board of Education and Superintendent pride themselves in shared decision making as the operating strategy in this district. Some of these major decisions, which relied heavily on the input of representative groups were:

- Dress Code Policy
- Internet Policy
- Facilities Planning Group
- Instructional Materials Section Process

Input and shared solution gathering will be a vital part of the transformation at different levels of involvement. Community and staff input and ideas are appreciated and valued.

◆ TRANSFORMATIONS ◆

ISSUE #2
September 1997

Schools are Ready

This summer the district's buildings and grounds staff:

- built the reading recovery room at the adult school
- repaired and replaced main sewer line at Washington Manor
- made all district moves for the museums, Indian education, data processing; made repairs to old DP portable for the new principals
- completed over 100 work orders.

Other Summer Projects:

- exterior painting of trim, railings, woodwork and fascia boards at Colonial Acres, Corvallis, Del Rey, Edendale, Hesperian, Lorenzo Manor and Washington Manor Elementary Schools
- Major roofing projects at Colonial Acres, Hesperian, Lorenzo Manor and Washington Manor

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Transformation Requires Planning - Lots of Planning

The district's detailed action plan has been converted to a project management software program (GANNT CHARTS) where over 527 action steps/activities and over 1,000 subsets have been identified with dates to be completed; who needs to be involved; who is ultimately responsible; and, how we will know it is done.

California provides $1,000 less per student for education than the average of the other 50 states. Sacramento Bee 8/17/97

Boundary Adjustments

Opening middle schools, two elementary schools and a new continuation high school requires boundary adjustments. A sophisticated computer software system has been installed to identify every student in the district by address, age, ethnicity, gender and other vital information. This program will enable us to design a demographic plan of boundaries that will best meet our diverse population. There will be community and staff input through the Boundary Committee (TIAT). More information will be provided in October/November.

Did you Know?

Even with all of the new funds from Sacramento in 1997-98 California will still rank 36 or 37 out of 50 states in the dollar amount provided per pupil.

Sacramento Bee 8/17/97

Over 120 computers were installed and converted to be available for use on the Worldwide Web and for networking by the district's Data Processing Department!

Professional Work Groups

Work groups are being formed that will focus on specific topics, such as:

- New School Library Development — Larry Maniscalco
- Special Education-Middle School — Marlene Zuehlsdorff
- K-5 Vision — Maria Schmidt
- Proficiency Tests — Victoria Srago
- Middle School Program Design — Liz Rusk
- Music/Fine Arts — Liz Rusk

To join one of these groups contact at the district office the "Point Person" named. Information on more committees and groups will be provided later.

Major Timelines for the Most Dynamic, Far-Reaching Decisions

- Principals hired, July 1997
- Personnel transfer policies are board approved, October 1997
- Staff needs for each school are determined - based on programs, December 1997
- School boundaries are board approved, December 1997
- Pack/move Continuation High/Opportunity School to Sunset site, December 1997
- Personnel transfer policies implemented, January 1998
- Notify parents of boundary changes, March 1998
- New principals hold staff meetings, May 1998
- Other movements -
  Pack, May/June 1998
  Move, June/July 1998
- Relocation completed, August 1998
- School Opens, September 1998

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Old Unused Eye Glasses?

Eye glasses are needed in Third World Countries. The law forbids reuse by others in the U.S. but your old glasses can be a wonderful help in other countries for those less fortunate. Contact Health Services at 317-4600 or drop them off at Health Services in the district office (Special Services) or at the nearest school.

District staff will see that they get to where they are needed. Your donation of a pair of glasses will be appreciated.

◆ TRANSFORMATIONS ◆

ISSUE #2
September 1997

Be a School Volunteer

- Read Stories
- Assist Teachers and Aides
- Make or reproduce instructional materials
- Call the nearest school and inquire how you can help San Lorenzo Schools

State Funding Not Keeping Up With Rising Prices and Inflation

San Lorenzo Unified School District Projected Ending Balance

1996-97	$4,500,000
1997-98	$3,500,000
1998-99	$2,500,000
1999-2000	$750,000

A teacher affects eternity; they can never tell where their influence stops.
Henry Brooks Adams, 1907

Ten Year Transformation of Student Composition

The demographic changes in San Lorenzo are happening not only on one side of town and not only at two or three schools. A few dramatic examples of changes in our data demographics:

District	1987	61% Anglo	39% Hispanic, Asian, African American
	1997	39% Anglo	61% Hispanic, Asian, African American
Washington Manor (K-7)	1987	70% Anglo	30% Hispanic, Asian, African American
	1997	41% Anglo	59% Hispanic, Asian, African American
Edendale (K-7)	1987	23% Anglo	77% Hispanic, Asian, African American
	1997	13% Anglo	87% Hispanic, Asian, African American

No school in San Lorenzo Unified School District increased in the percentage of Anglo students in the past ten years.

Both: Colonial Acres & Corvallis	1987	60% Anglo	40% Hispanic, Asian, African American
	1997	37-39% Anglo	61-63% Hispanic, Asian, African American
Arroyo High	1987	66% Anglo	34% Hispanic, Asian, African American
	1997	47% Anglo	53% Hispanic, Asian, African American

Many of the district's students proudly represent 2-3 different ethnic groups. Organizations are struggling with their ability to count persons of multiple ethnicity on the national census. This is the center of a national debate. Nearly 20% of our students have a primary language other than English, representing 38 different languages. Not just speaking a second language, but their primary language (the language they feel most comfortable with) is not English.

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SAN LORENZO UNIFIED SCHOOL DISTRICT

September 16, 1997

Dear San Lorenzo Staff:

You are invited to participate in one of the Work Groups outlined below. These Work Groups focus on several different topics and have a variety of purposes and outcomes. The role of the Work Groups is to do the "good thinking" for District-wide Transformation. The length of time served as a Work Group member varies, as does the start date for the different groups.

If you would like to participate on a Work Group, and you believe you meet the criteria, please fill out the application form on the back and return it to Jane Tom, Educational Services by **September 24, 1997**. In the case of multiple applicants, all meeting the criteria, a blind draw will determine the membership. Some Work Groups will begin to meet immediately so your prompt attention to the due date is appreciated.

Criteria for Membership:

- **Must be willing to work collaboratively**
- **Must be willing to work when needed**
- **Must be willing to complete the necessary reading**

Special Education	Library/Media Center Development	Middle School Program Design
To develop the Special Education program for middle schools. Membership: 1 School Psychologist 1 SpEd Administrator 2 Special Day Class Teacher 2 Resource Specialist 1 Program Specialist 1 BICM 1 Parent Four full day meetings 8:30-3:30: October 10 November 7 January 14 February 24	To provide recommendations for the development of functional libraries/media centers at the "new" schools. Membership: 1 "new" K-5 Principal 1 "new" middle school Principal 1 high school Certificated Librarian 1 elementary Library Assistant 1 Teacher, grades 6/7/8 1 Teacher, grades K-5 1 middle school Parent 1 K-5 Parent Timeline: October, 1997 through June, 1998	To design the program for middle schools. Criteria for Membership: must have experience teaching or interest in teaching grades 6-8. Membership: 4 academic Teachers 1 Special Ed Teacher 1 Counselor 1 Elective Teacher 1 music/fine arts Teacher from Music/Fine Arts Work Group Timeline: End of September through Mid-November.

Music/Fine Arts	Proficiency	K-5 Vision
To research the different/creative ways in which middle schools have scheduled music/fine arts in the curriculum. Membership: 3 music/fine arts Teachers 1 D.O. Administrator Timeline: End of September through Mid-November.	To review the Proficiency Test process in order to align it with the District Math and Language Arts Standards. Membership: Math Dept. Chairs – AHS/SLz English Dept. Chairs - AHS/SLz 1 Teacher rep from Behannon 1 6th grade teacher/ per quadrant 1 secondary Administrator 1 elementary Administrator 1 Director of Planning/Assessment Timeline: after school, January through June, 1998.	To explore the elements of and to develop a VISION for K-5 schools. Membership: 9 Teachers (1 from each school) 3 from K-1 3 from 2-3 3 from 4-5 3 site Administrators 3 Parents 1 D.O. Administrator 1 Classified employee 1 non-classroom Teacher (P.E., Music, etc.) Timeline: October, 1997 through January, 1998

J:\ a.\Wm\wkgrpask

Please turn over for applications

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Return by September 24, 1997 to: Jane Tom, Educational Services

Meeting the criteria for membership, please consider me for the **SPECIAL EDUCATION WORK GROUP**:

Name _____
Address _____
_____
Site _____ Position _____
Work Phone _____ Home Phone _____

Return by September 24, 1997 to: Jane Tom, Educational Services

Meeting the criteria for membership, please consider me for the **LIBRARY DEVELOPMENT WORK GROUP**:

Name _____
Address _____
_____
Site _____ Position _____
Work Phone _____ Home Phone _____

Return by September 24, 1997 to: Jane Tom, Educational Services

Meeting the criteria for membership, please consider me for the **MIDDLE SCHOOL PROGRAM DESIGN WORK GROUP**:

Name _____
Address _____
_____
Site _____ Position _____
Work Phone _____ Home Phone _____

Return by September 24, 1997 to: Jane Tom, Educational Services

Meeting the criteria for membership, please consider me for the **MUSIC/FINE ARTS WORK GROUP**:

Name _____
Address _____
_____
Site _____ Position _____
Work Phone _____ Home Phone _____

Return by September 24, 1997 to: Jane Tom, Educational Services

Meeting the criteria for membership, please consider me for the **PROFICIENCY WORK GROUP**:

Name _____
Address _____
_____
Site _____ Position _____
Work Phone _____ Home Phone _____

Return by September 24, 1997 to: Jane Tom, Educational Services

Meeting the criteria for membership, please consider me for the **K-8 VISION WORK GROUP**:

Name _____
Address _____
_____
Site _____ Position _____
Work Phone _____ Home Phone _____

September 3, 1997

Dear Parents and Community Members,

During the 1996-97 School year, the Facilities Planning Group, made up of students, parents, community and employee groups, worked from September through June to develop a plan for facilities use over the next five to eight years. On June 17, 1997, the Board of Education approved the recommendation of the Facilities Planning Group to reconfigure the school district from K-7, 8-12 to K-5, 6-8, 9-12. As we move towards the implementation of this Transformation, we want to continue to get the advice of the community. There are a variety of existing groups through which this can be accomplished including the Site Representative Councils, Bilingual Advisory Committees, and PTAs. In addition, five Transformation Implementation Advisory Teams (TIATs) are being formed. We are seeking parents and students to become members of these TIATs.

Each TIAT will be made up of 50% providers (employees of the district) and 50% receivers (parents, students and interested community representatives). The number of receiver slots is found in the table below. The East/West dividing line is Hesperian Boulevard.

Facilities	Communication	New School Planning	Curriculum	Boundaries
1 East Parent	1 East Parent	1 East Parent	4 Reps from East and	2 East Parents
1 East Student	1 East Student	1 East Student	West of whom 3 are	2 West Parents
1 West Parent	1 West Parent	1 West Parent	Possible Middle school	1 Student at large
1 West Student	1 West Student	1 West Student	Parents	
1 Community Person	1 Community Person	1 Community Person	2 students	
5 Total	5 Total	5 Total	6 Total	5 Total

The role of each TIAT is described on the attached page. Receiver representatives will be drawn at random from those responding to this letter of invitation. Drawings will be held at a public meeting on September 16, 1997.

We are looking for membership on these committees that is reflective of the cultural, ethnic and geographic diversity of our school district. We welcome individuals who are willing to invest some personal time both in attending the meetings of the TIAT and in sharing information with the group that they represent. Members need to be open to studying complex issues, and willing to share the advice of the group that they represent on how to continue to best serve our students.

Please take a few minutes to read the attached description of the purpose and the initial calendar for each team and fill out the "sign-up" sheet below if you would like to become a member of one of the TIATs. You can either turn it in to your local school site or mail the completed form to Jane Tom, Educational Services, San Lorenzo Unified School District, 15510 Usher Street, San Lorenzo, CA 94580-1623. If you have any questions about this information, please call Jane Tom at (510) 317-4701.

Thank you in advance for your consideration.

Sincerely

Janis Duran

Janis Duran,
Superintendent

Name _____ If parent, school(s) _____
Address _____ your child(ren) attend _____
Phone _____ _____

Ethnicity

____ White (non Hispanic) ____ African American ____ Hispanic ____ Asian
____ Pacific Islander ____ Native American ____ Philipino ____ Other

TIAT of interest (1 = First choice, 2 = second choice etc.)

____ Facilities ____ Boundaries ____ Curriculum ____ New School Planning ____ Communications

(44)

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Facilities	Boundaries	Curriculum	New School Planning	Communications:
Role: To understand the meaning of "School Ready", modernization, equity, and the constraints related to facility modernization and to share that understanding with the community the members represent.	**Role:** Provide advice on changes to the current elementary boundary lines and the boundary lines for the three new middle schools.	**Role:** Provide advice to work groups on the vision of the 6-8 and K-5 schools, instructional program design, and articulation between and among K-5, 6-8, 9-12.	**Role:** Provide advice on how an optimal learning environment can be established at the new school sites to support student learning. Advice will be given in areas such as classroom needs, learning environment, library development and student parent communications.	**Role:** Provide advice on questions/ concerns on the Transformation and support the delivery of responses to the issues raised.
This group will not direct construction activity.	**This group will not** consider opening another school on the east side nor will it decide the final boundary lines.	**This group will not** decide organizational issues such as the length of the school day, prep time, and course offerings at each site or course content.	**This group will not** make any decisions in the areas listed above.	**This group will not** be responsible for the publication or distribution of written materials, or for editing/reviewing the materials before they are printed.
They will know that they have accomplished their work when they understand and can explain to other groups what "School Ready", modernization and equity mean as well as the constraints for each.	**They will know that they have accomplished their work when** they understand the problems associated with boundary changes and provided advice on a comprehensive, district-wide boundary configuration that supports the established criteria.	**They will know that they have accomplished their work when** the Board has adopted a vision for K-5 education, as well as a middle school program that is aligned with the 6-8 vision and the District vision.	**They will know that they have accomplished their work when** they have contributed their advice and articulated with their constituents and each other, regarding the various areas listed above.	**They will know that they have accomplished their work when** there is an accurate representation of what they see/hear in the community presented at the TIAT meetings and, ultimately a written or verbal response has been received by the group(s) where it originated.
Meeting Calendar September 24* September 30** October 23 December 4 January 30*** April 23 June 4 5:30 - 8:00 p.m.	**Meeting Calendar** September 24* September 29 September 30** October 2 October 9 October 16 October 30 November 6 November 21 January 30*** 4:30-7:30 p.m.	**Meeting Calendar** September 24* September 29 September 30** October 6 October 13 October 20 November 3 January 26 January 30*** February 23 March 23 5:00-7:00 p.m.	**Meeting Calendar** September 24* September 29 September 30** October 6 October 13 October 20 October 27 November 3 January 30*** 6:00-8:00 p.m.	**Meeting Calendar** September 24* September 30** October 2 November 20 December 18 January 22 January 30*** March 26 April 30 May 21 6:00-8:00 p.m.

* September 24 is a mandatory orientation for all TIAT members.
** September 30 is a public input meeting mandatory for all TIAT members.
*** January 30 is a second public input meeting mandatory for all TIAT members.

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SAN LORENZO SCHOOL DISTRICT
EDUCATIONAL SERVICES
PLANNING AND ASSESSMENT

FEBRUARY FORUM TRANSFORMATION UPDATE HANDOUT

These decisions have been made:	These decisions have not been made yet:	Decision Timeline	Ways you will be informed of the decision
FACILITIES **Modernization Money**: Apply for and obtain approvals for $16 million in State Building funds. **Certificate of Deposit**: Issue $16 Million certificates of deposit to leverage (earn interest) on available funds. **Royal Sunset**: Complete School Ready on Royal Sunset High School so that staff can relocate from Bohannon and school can begin there.			
NEW SCHOOL PLANNING **School Ready**: A checklist identifying the needs of classrooms and facilities for the opening of school in September 1998 has been approved. Architects, Construction Management and Buildings and Grounds personnel are currently in the process of working to ensure that classrooms and school sites will be ready to accommodate students in an optimal learning environment for the start of school in September, 1998.	**Furniture/Equipment Textbooks/Library Books/ Materials**: A process for distribution is currently being developed. **Purchase of Equipment/Furniture/ Textbooks/Library Books/Materials**: Budgets are currently being finalized for purchases as needed for identified schools.	Late March/early April Late March/early April	Transformation Newsletter, Parent Newsletter Transformation Newsletter, Parent Newsletter

SAN LORENZO SCHOOL DISTRICT
EDUCATIONAL SERVICES
PLANNING AND ASSESSMENT

FEBRUARY FORUM TRANSFORMATION UPDATE HANDOUT

These decisions have been made:	These decisions have not been made yet:	Decision Timeline	Ways you will be informed of the decision
NEW SCHOOL PLANNING (Continued)			
Modernization: A schedule for the modernization of all schools in the district will be implemented in three phases. This modernization process will result in every school site receiving upgrades to its infrastructure.	**New Student Walking Routes**: A Safety Plan will be developed to ensure that students walking to school can do so safely and to ensure that there is adequate adult supervision where appropriate.	Late March/early April April 1998	Transformation Newsletter, Parent Newsletter Public meetings School Newsletters Facilities TIAT members
Interior Paint Colors: Classrooms in the district will be painted with a common trim and base color that will be consistently applied to classrooms on an as needed basis.	**Modernization**: Commencement date of Phase II for public and staff input. Commencement date of Phase III for public and staff input.	April 1998	Public meetings School Newsletters Facilities TIAT members
STAFFING			
New School Principals: Principals for the new schools (Edendale Middle, Washington Manor Middle, Bohannon Middle, Dayton Elementary, and Grant Elementary) were hired early in the school year and are spending the remainder of this school year planning and preparing for the opening of their individual "new" school sites.	**Classified Transfer Policy**: The transfer policy for classified employees is still under discussion by the School District and the negotiation groups of the 2 classified organizations.	March, 1998	Meetings will be held with classified employee groups.
SLEA Transfer Policy: The teacher's placement policy has been agreed to by the School District and the San Lorenzo Education Association.	**Prep Periods for K-5 and Middle Schools**: The School District and SLEA are engaged in ongoing discussions regarding the parameters for prep periods for the K-5 and Middle Schools.	February 27,1998	Revisions to contract will be distributed to all unit employees.

SAN LORENZO UNIFIED SCHOOL DISTRICT
TRANSFORMING FOR THE 21st CENTURY
FACILITIES

ID	Task Name	Duratic	Start	Finish	% Com
1	**F-1 Negotiate Leases**	**328d**	**Mon 6/12/97**	**Wed 9/2/98**	**66%**
2	Establish sites for lease cancellation	11d	Mon 5/12/97	Mon 5/26/97	100%
3	Board approval of lease cancellation	1d	Tue 6/17/97	Tue 6/17/97	100%
4	Send lease cancellation notices	2d	Wed 6/18/97	Thu 6/19/97	100%
5	Discuse early move out w/tenants	3d	Fri 6/20/97	Tue 6/24/97	100%
6	Negotiate move out dates w/tenants	3d	Fri 6/20/97	Tue 6/24/97	100%
7	Notify district personnel affected by lease termination	1d	Wed 6/25/97	Wed 6/25/97	100%
8	Negotiate new Sunset lease w/East Bay Faith	60d	Fri 6/20/97	Mon 9/15/97	99%
9	Obtain quotes from Land Planning re: asset analysis	24d	Fri 8/1/97	Thu 9/4/97	100%
10	Analysis of on going leased sites, Adult back acreage & land swap	44d	Fri 9/5/97	Wed 11/5/97	100%
11	Estab. future sch. site needs by reviewing 5-10 yr. enrollment proj	90d	Wed 10/1/97	Fri 2/13/98	50%
12	Study of 10 acre parcel	69d	Wed 10/1/97	Tue 1/13/98	100%
13	Recommend future use of leased sites, Adult Sch. excess acreage	225d	Wed 10/1/97	Thu 8/27/98	38%
14	Board approval of future use of leased sites	1d	Tue 9/1/98	Tue 9/1/98	55%
15	Negotiate leases completed	0d	Wed 9/2/98	Wed 9/2/98	65%
16	**F-2 Employ Construction Management Firm**	**32d**	**Mon 6/9/97**	**Wed 7/23/97**	**100%**
17	Request for Proposal distributed	10d	Mon 6/9/97	Fri 6/20/97	100%
18	Advertise for RFP's	10d	Mon 6/9/97	Fri 6/20/97	100%
19	Review propesals	2d	Mon 6/23/97	Tue 6/24/97	100%
20	Interview firms	1d	Wed 6/25/97	Wed 6/25/97	100%
21	Board approval for employment of a constrtuction mangement firm	1d	Tue 7/1/97	Tue 7/1/97	100%
22	Negotiate contract w/construction management firm	3w	Wed 7/2/97	Wed 7/23/97	100%
23	Employment of contruction management firm completed	0d	Tue 7/1/97	Tue 7/1/97	100%
24	**F-3 Employ Architect(s)**	**38d**	**Tue 6/10/97**	**Wed 7/30/97**	**100%**

SAN LORENZO UNIFIED SCHOOL DISTRICT
TRANSFORMING FOR THE 21st CENTURY
FACILITIES

ID	Task Name	Duratic	Start	Finish	% Com
35	Advertise in newspaper	2w	Tue 6/10/97	Mon 6/23/97	100%
36	Review proposals	2d	Tue 6/24/97	Wed 6/25/97	100%
37	Interview firms	1d	Thu 6/26/97	Thu 6/26/97	100%
38	Recommendation to Superintendent	1d	Fri 6/27/97	Fri 6/27/97	100%
39	Board approval for employment of architect(s)	1d	Tue 7/1/97	Tue 7/1/97	100%
30	Negotiate contract	4w	Wed 7/2/97	Wed 7/30/97	100%
31	Employment of Architect(s) completed	0d	Wed 7/30/97	Wed 7/30/97	100%
32	**F-4 Certificates of Participation Funding**	**63d**	**Mon 6/2/97**	**Wed 8/27/97**	**100%**
33	Establish amount	21d	Mon 6/2/97	Mon 6/30/97	100%
34	Board approval to issue COP,s	1d	Tue 7/1/97	Tue 7/1/97	100%
35	Establish time lines to coincide w/Board meetings	4w	Wed 7/2/97	Wed 7/30/97	100%
36	Prepare financial and legal documents	4w	Mon 6/16/97	Mon 7/14/97	100%
37	Establish date money is available	10d	Wed 7/2/97	Wed 7/16/97	100%
38	Issue Certificates of Participation	1d	Wed 7/23/97	Wed 7/23/97	100%
39	Determine process to obtain funds for use	10d	Tue 7/15/97	Mon 7/28/97	100%
40	Develop budgets	4w	Wed 7/2/97	Wed 7/30/97	100%
41	Develop payment process	4w	Thu 7/31/97	Wed 8/27/97	100%
42	COP funding complete	0d	Wed 8/27/97	Wed 8/27/97	100%
43	**F-5 Sunset School Transformation**	**337d**	**Mon 6/12/97**	**Mon 8/31/98**	**84%**
44	Determine space needed	6w	Mon 6/2/97	Mon 7/14/97	100%
45	Determine school ready needs	6w	Mon 5/12/97	Fri 6/20/97	100%
46	Determine construction time lines	8w	Mon 5/12/97	Mon 7/7/97	100%
47	Determine portable classrooms needed	8w	Mon 5/12/97	Fri 6/20/97	100%
48	Establish time lines for portable installation	3w	Mon 6/23/97	Mon 7/14/97	100%

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SAN LORENZO UNIFIED SCHOOL DISTRICT
TRANSFORMING FOR THE 21st CENTURY
FACILITIES

ID	Task Name	Duratio	Start	Finish	% Com
49	Negotiate new lease w/East Bay Faith	43d	Tue 7/15/97	Fri 9/12/97	100%
50	Construction phase	18w	Tue 9/2/97	Fri 12/26/97	75%
51	Board approval of lease w/ East Bay Faith	1d	Tue 9/16/97	Tue 9/16/97	0%
52	Determine move in date	60d	Fri 8/1/97	Fri 10/24/97	100%
53	Modernization (State) begins, Summer 1998	50d	Mon 6/22/98	Mon 8/31/98	35%
54	Sunset Transformation complete	0d	Fri 12/26/97	Fri 12/26/97	64%
55	**F-6 Dayton School Transformation**	378d	Tue 8/1/97	Fri 7/24/98	38%
56	Determine move in date	10d	Tue 8/1/97	Mon 8/30/97	100%
57	Negotiate when district can begin work	10d	Tue 8/1/97	Mon 8/30/97	100%
58	Notify construction team	1d	Tue 7/1/97	Tue 7/1/97	100%
59	Determine school ready needs for Dayton	4w	Tue 7/15/97	Mon 8/11/97	90%
60	Prepare construction/school ready time lines	4w	Tue 7/15/97	Mon 8/11/97	75%
61	Construction/school ready phase	48w	Tue 7/15/97	Wed 7/1/98	25%
62	Develop move in plans & time lines	30d	Mon 2/2/98	Tue 3/17/98	40%
63	Construction/school ready complete	1d	Thu 7/2/98	Thu 7/2/98	0%
64	Move into Dayton	15d	Mon 7/6/98	Fri 7/24/98	0%
65	Dayton transformation complete	0d	Fri 7/24/98	Fri 7/24/98	38%
66	**F-7 Grant School transformation**	366d	Tue 7/1/97	Mon 7/27/98	37%
67	Negotiate time District can start remodeling	2d	Tue 7/15/97	Wed 7/16/97	100%
68	Determine school ready needs	22d	Tue 7/1/97	Thu 7/31/97	100%
69	Prepare construction/school ready time lines	21d	Fri 8/1/97	Fri 8/29/97	100%
70	Construction/school ready phase	21w	Mon 2/2/98	Thu 7/2/98	95%
71	Develop move in plans & time lines	30d	Mon 2/2/98	Tue 3/17/98	40%
72	Construction/school ready complete	1d	Mon 7/6/98	Mon 7/6/98	20%

Facilities - Theyer

Wed 4/23/98

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SAN LORENZO UNIFIED SCHOOL DISTRICT
TRANSFORMING FOR THE 21st CENTURY
FACILITIES

ID	Task Name	Duration	Start	Finish	% Com
73	Move into Grant School	15d	Tue 7/7/98	Mon 7/27/98	0%
74	Grant transformation complete	0d	Mon 7/27/98	Mon 7/27/98	37%
75	F-8 Prepare and Implement School Ready Facilities Plan	286d	Mon 6/3/97	Tue 7/28/98	44%
76	Determine site school ready needs	8w	Mon 6/2/97	Mon 7/28/97	60%
77	Determine time line for each project	30d	Tue 7/1/97	Tue 8/12/97	60%
78	Assign projects to architects	10d	Tue 7/1/97	Tue 7/15/97	100%
79	Determine start date for projects	4w	Tue 7/1/97	Tue 7/29/97	80%
80	Contract site construction	40w	Fri 8/1/97	Tue 7/28/98	25%
81	F-9 TIAT & Tract Budgets	84d	Sun 8/10/97	Mon 8/8/97	100%
82	Identify Funding Source	1d	Tue 7/1/97	Tue 7/1/97	100%
83	Receive TIAT budget request	18d	Tue 7/15/97	Thu 8/7/97	100%
84	Review requests w/Supt's. Staff	1d	Wed 8/13/97	Wed 8/13/97	100%
85	Inform TIAT point people of approved budget	1d	Thu 8/14/97	Thu 8/14/97	100%
86	Input budgets in Escape system	2w	Mon 8/25/97	Mon 9/8/97	100%
87	TIAT & TracCT budget complete	0d	Sun 9/11/97	Sun 9/11/97	100%
88	F-10 Construction Management & Communication Plan	84d	Tue 7/1/97	Wed 11/12/97	100%
89	Develop meeting schedule for updates	2w	Tue 7/1/97	Tue 7/15/97	100%
90	Develop schedule for day to day decisions	2w	Fri 8/1/97	Thu 8/14/97	100%
91	Develop plan to communicate progress to TracCT	2w	Fri 8/1/97	Thu 8/14/97	100%
92	Develop plan to communicate progress to TIAT	2w	Fri 8/1/97	Thu 8/14/97	100%
93	Develop TIAT role/purpose	4w	Tue 9/2/97	Mon 9/25/97	100%
94	Develop communictions system	30d	Wed 10/1/97	Wed 11/12/97	100%
95	Construction management and communication plan completed	0d	Wed 11/12/97	Wed 11/12/97	100%
96	F-11 Update Modernization Application to include Dayton,Grant&Sunset	84d	Mon 8/18/97	Mon 8/18/97	100%

SAN LORENZO UNIFIED SCHOOL DISTRICT
TRANSFORMING FOR THE 21st CENTURY
FACILITIES

ID	Task Name	Duratic	Start	Finish	% Com
97	Determine Square footage allowance for each school	2w	Mon 6/16/97	Fri 6/27/97	100%
98	Update facility five year plan	2w	Mon 6/16/97	Fri 6/27/97	100%
99	Update all state forms to include 3 schools	2w	Mon 6/16/97	Fri 6/27/97	100%
100	Modify application to 50/50 status	2w	Mon 6/16/97	Fri 6/27/97	100%
101	Reforcast 5 year enrollment projections	2w	Mon 6/16/97	Fri 6/27/97	100%
102	Board approval of application	1d	Tue 7/1/97	Tue 7/1/97	100%
103	Submit application to state	1w	Wed 7/2/97	Wed 7/9/97	100%
104	Provide copies to CM firm & Thayer of lines 95,96,99	4w	Mon 8/18/97	Mon 9/15/97	100%
105	Modernization Update Completed	0d	Mon 9/15/97	Mon 9/15/97	100%
106	**F-12 Facility TIAT**	**50d**	**Tue 9/2/97**	**Mon 11/10/97**	**100%**
107	Define role	4w	Tue 9/2/97	Mon 9/29/97	100%
108	Develop communication process	4w	Tue 9/2/97	Mon 9/29/97	100%
109	Plan agenda for first meeting	1w	Wed 9/24/97	Tue 9/30/97	100%
110	Orientation meeting	1w	Wed 10/1/97	Tue 10/7/97	100%
111	Schedule future meeting dates & times	1w	Wed 10/1/97	Tue 10/7/97	100%
112	Develop follow-up procedures to test effectiveness of communiction	30d	Tue 9/30/97	Mon 11/10/97	100%
113	Facility TIAT organization complete	0d	Mon 11/10/97	Mon 11/10/97	100%
114	**F-13 Business Services Impact**	**279d**	**Mon 6/16/97**	**Wed 7/28/98**	**66%**
115	Develop state coded for new sited	2w	Thu 7/17/97	Wed 7/30/97	100%
116	Upgrade central telephone system	10w	Mon 6/16/97	Mon 8/25/97	100%
117	Install telephones at new sites	37w	Tue 8/26/97	Wed 5/27/98	3%
118	Inventory site furniture & equipment	45d	Wed 10/1/97	Fri 12/5/97	100%
119	Establish furniture and equipment needs for each site	10d	Mon 12/8/97	Fri 12/19/97	100%
120	Develop reallocation plan for existing furniture.	50d	Mon 12/22/97	Mon 3/9/98	50%

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SAN LORENZO UNIFIED SCHOOL DISTRICT
TRANSFORMING FOR THE 21st CENTURY
FACILITIES

ID	Task Name	Duratic	Start	Finish	% Com
121	Purchase new furniture & equipment	50d	Tue 3/10/98	Tue 5/19/98	75%
122	Develop storage for new furniture & equipmant	30d	Fri 1/23/98	Fri 5/22/98	90%
123	Determine enrollments for all sites	4w	Mon 12/1/97	Mon 12/29/97	100%
124	Develop budgets for new sites/programs	60d	Mon 1/5/98	Wed 4/1/98	90%
125	Reallocate current district funds to each site	4w	Wed 4/1/98	Wed 4/29/98	90%
126	Reassign employees in Escape system	4w	Wed 7/1/98	Wed 7/29/98	35%
127	Business Services impact tasks complete	0d	Wed 7/29/98	Wed 7/29/98	56%
128	**F=14 Relocation to Sunset**	**108d**	**Tue 8/5/97**	**Mon 1/12/98**	**100%**
129	Determine Sunset move in date	60d	Tue 8/5/97	Tue 10/28/97	100%
130	Establish Lloyd as site relocation coordinator	1w	Mon 9/8/97	Fri 9/12/97	100%
131	Establish relocation plan & time lines	1w	Mon 9/15/97	Fri 9/19/97	100%
132	Inventory furniture & equipment	4w	Mon 9/22/97	Fri 10/17/97	100%
133	Establish room assignments/usage	4w	Mon 10/13/97	Fri 11/7/97	100%
134	Determine furniture and equipment to be moved	4w	Wed 10/15/97	Wed 11/12/97	100%
135	Select boxes & moving materials	4w	Mon 9/15/97	Fri 10/10/97	100%
136	Order boxes & moving material	2w	Mon 10/13/97	Fri 10/24/97	100%
137	Hire moving firm	3w	Mon 10/13/97	Fri 10/31/97	100%
138	Distribute boxes & moving materials	1w	Mon 11/17/97	Fri 11/21/97	100%
139	Order 32 gal. trash containers	2w	Mon 11/17/97	Tue 12/2/97	100%
140	Arrange for large dumpster @ BHS	1w	Mon 11/10/97	Mon 11/17/97	100%
141	Sunset construction/school ready phase	16w	Tue 9/2/97	Fri 12/26/97	100%
142	Pack & prepare to move	23d	Mon 11/17/97	Fri 12/19/97	100%
143	Clean & final preparation of Sunset	10d	Mon 12/8/97	Fri 12/19/97	100%
144	Move from BHS to Sunset	4d	Fri 12/19/97	Wed 12/24/97	100%

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SAN LORENZO UNIFIED SCHOOL DISTRICT
TRANSFORMING FOR THE 21st CENTURY
FACILITIES

ID	Task Name	Duratic	Start	Finish	% Com
146	Relocation follow-up activities	2w	Fri 12/26/97	Mon 1/12/98	100%
148	Relocation to Sunset complete	0d	Mon 1/12/98	Mon 1/12/98	100%

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INFORMATIONAL EVENTS

PURPOSE	AUDIENCE	MANDATORY/ VOLUNTARY	CONTENT	TIMELINE	WHO'S RESPONSIBLE	LENGTH	HOW MANY/ FORMAT	WHERE	RESOURCE
Explain agreed upon Transfer Policy for teachers	• Teachers • Site Administrators	voluntary	Transfer Policy Q/As	October/January	Steve Ow/SLEA	45 to 1 hour	each site	site	copies of policy
For people to know what's going to be happening at all schools	All staff interested in transfer → elementary → secondary	voluntary	• program • leadership philosophy • specific info about teachers' needs - plant - staffing • site specific: input opportunities	Elementary: before postings the week of January 12 Secondary: starting February 4	• Central organization of topics and design: Liz Rusk, Marie Schmidt • site administrators		• Lori/Steve - ask SLEA • Larry/Liz - ask Principals		
Inform people about School Ready/ Modernization	• SRC/PTA	voluntary	• School Ready • Modernization • Role of SRC as spokesperson & with Board	February or March	Vickie Srago	3 hours	1 meeting	Marina Center if available	
Inform people about School Ready/ Modernization and Communicate rationale and implications of boundary & busing	Staff	mandatory	• update on boundaries • constraints of boundaries	Starting January 21 - Mid-February	Larry - point person Art Thayern to coordinate with Larry, • Tom Michell & Angelo Madrigal • Larry/Liz/Marie to work w/principals (role to be resolved)	TBD by ←	K-7: 4 meetings TBD by ←	TBD by ←	
Middle School seminar	• Staff • Community		• philosophy • "what is it?" • how does it connect with K-5, 9-12?						
Clarify moving process	Anyone who's moving (perhaps all	mandatory	Staff's role	After negotiations are concluded	Karen Langmaid/Steve/ SLEA	TBD by ←	TBD by ←	TBD by ←	
	Community Meetings		Informational, Open Enrollment Policy, assurance of what's known, meet new Principal	Mid-February/early March	Liz and Marie				
	individual site's community, BAC - if needed		Site specific Transformation info,	Late April/Early May	Principals/ Communication TIAT				

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SAN LORENZO UNIFIED SCHOOL DISTRICT

RECOMMENDATIONS REGARDING NEW SCHOOL BOUNDARIES

Presented by

Janis A. Duran
Superintendent

January 20, 1998

BOUNDARY TRANSFORMATION IMPLEMENTATION ADVISORY TEAM

Charge:
The purpose of the Boundaries Transformation Implementation Advisory Team (TIAT) was to provide advice on changes to the current elementary boundary lines and the boundary lines for the three new middle schools.

Outcomes:
The outcomes of the Boundaries TIAT were to understand the issues and problems associated with boundary changes and to provide advice on a comprehensive, district-wide boundary configuration that supports the established criteria.

Process:
The first meeting of the TIAT on September 24, 1997, was an Orientation Session during which TIAT members identified the purpose and outcomes of their work, determined domains of responsibility, shared understandings, and outlined how they would know when they had accomplished their purpose.

At the Orientation Session, and during the next ten TIAT meetings and five Community Forums, TIAT members reviewed and discussed the recommendation of the Facilities Planning Group, the decision of the Board of Education to establish three middle schools and nine elementary schools, and the issues and problems associated with boundary changes. The TIAT received and discussed information concerning enrollment projection, the capacity of each school, the demographics of the student population, geographic implications, and transportation issues. Members then identified important points to be considered when making their final recommendation. Preliminary recommendations were then developed and presented at Community Forums. Input gathered from community forums was reviewed and discussed at TIAT meetings, Board of Education Study Workshops, and TraCT meetings. Additional TIAT meetings and Community Forums were added as needed.

Members:

Cindy Little, Account Clerk/Parent
Mary Wright, Parent/SRC
Doreen Jardin, Parent/Instructional Assistant
David Granados, Parent
Krystal Bracy, Student
Jodi Lytel, Administrator
Laden Malek, Teacher
Marsha Sciortino, School Office Manager
Marilyn Stewart, Teacher/Parent
Lori Lerner, Administrator
Angelo Madrigal, Point Person
Tom Michell, Consultant

BOUNDARY
TRANSFORMATION IMPLEMENTATION ADVISORY TEAM

TIMELINE

September 24, 1997 General Orientation of TIAT members
- Purpose/Outcomes
- Plan
- Who we are

September 25, 1997 TIAT Meeting
- Direction from Facilities Planning Group and Board of Education
- Understanding the issues and problems associated with boundary changes

September 30, 1997 *Community Forum* to receive input about people's ideas, concerns and questions

October 2, 1997 TIAT Meeting
- School capacity
- Geographical limitations
- Transportation
- Communicate with constituency

October 9, 1997 TIAT Meeting
- Enrollment projections
- Demographics

October 16, 1997 TIAT Meeting
- Critique and discuss Middle School Options
- Develop Middle School Options
- Start Elementary School Options

October 23, 1997 TIAT Meeting
- Identify most favorable Elementary Options

October 30/November 6, 1997 TIAT Meetings
- Elementary Options workshops

November 13, 1997 TIAT Meeting
- Finalize Elementary and Middle School Options
- Organize for Community Input Meeting

November 18, 1997 TIAT Meeting
- Finalize Options and community input format

November 19, 1997 Community Forum at Arroyo High School
November 20, 1997 Community Forum at San Lorenzo High School

November 25, 1997 TIAT Meeting
- Respond to community input
- Adjust boundary Options

December 1, 1997 TIAT Meeting
- Finalize boundary Options for December community input meetings
- Plan format

December 3, 1997 Community Forum at Arroyo High School
December 4, 1997 Community Forum at San Lorenzo High School

December 5, 1997 TraCT
- Reviewed Options and community input forms
- Develop recommendations for TIAT

December 9, 1997 TIAT Meeting
- Review and discuss community input
- Final recommendations to TraCT

December 11, 1997 TraCT
- Finalize recommendations to Superintendent/Board of Education

December 15, 1997 Board Study Session to review final recommendations

December 16, 1997 Regular Board Meeting - 7:30 p.m., 1st reading

January 6, 1998 Public Input/Study Session

January 12, 1998 TraCT review all boundaries and community input

January 13, 1998 Special Board Study Session of all boundaries with additional community input

January 15, 1998 TraCT review of boundaries and community input

January 16, 1998 TraCT/Public review of boundaries including Grant proposal

January 18, 1998 TraCT review of all options and to finalize recommendations

January 20, 1998 Regular Board Meeting - 7:30 p.m., Final decision by Board of Education

SAN LORENZO UNIFIED SCHOOL DISTRICT

BOUNDARY TRANSFORMATION IMPLEMENTATION ADVISORY TEAM

STATISTICS

Based on 984 hours:

54 meeting hours,
18 Individual Study hours,
120 Planning hours →

- Analysis
- Discussion
- Study of data
- Responding to input
- Research
- 4 Public Input Sessions
- 500 individual pages of input from community meetings
- 12 Elementary Options developed

SAN LORENZO UNIFIED SCHOOL DISTRICT

BOUNDARY TRANSFORMATION IMPLEMENTATION ADVISORY TEAM

VARIABLES CONSIDERED FOR EACH SCHOOL IN DEVELOPMENT OF BOUNDARY OPTIONS

- Major roads in the area
- Housing density
- Location
- Elementary Capacity - 5571
- Middle School Capacity - 2669
- Restrictions
- Access to Transportation
- Assets
- Socio Economic
- Diversity
- Background Information/History of School
- Other

(4)

SAN LORENZO UNIFIED SCHOOL DISTRICT

BOUNDARY TRANSFORMATION IMPLEMENTATION ADVISORY TEAM

December 9, 1997
Closing Statements by Members

1. We demonstrated the ability to solve difficult problems.
2. The District needed to change and it is good.
3. Great! I'm glad to be a participant and to work with the group.
4. Enjoyed working with all of you.
5. Good food was always at our meetings waiting for us.
6. We accomplished a lot.
7. We worked together to realize options and sort problems.
8. Appreciated varying principles people were committed to.
9. Grateful to be part of this group.
10. We worked hard on what appeared to be an impossible task.
11. We came together as a hard working problem-solving group.
12. An example of commitment.
13. We needed the energy of all group members.
14. Proud of our efforts.
15. Great cooperation and hard work.
16. Leadership of Cathy and Angelo in keeping us going in the right direction.
17. Dealt with very complex issues and did our best.
18. We looked at the big picture.
19. We finished as a group working together to solve a big issue.
20. People that attended the forum seemed appreciative of the work we did.
21. Perseverance: We didn't give up; we made a huge time commitment and did our best work.
22. We got to know the wonderful people of our community.
23. We did a good job and became a positive spokesperson for our district.
24. Proud of the options we developed.
25. Happy to be in a district that values a varied group of individuals to make an important recommendation.

Boundaries TIAT
January 20, 1998

For the past 4 months we have had the privilege of participating in a decision making process which due to the leadership of our Superintendent, Janis Duran, has become the back bone of the San Lorenzo Unified School District.

The Boundaries TIAT is comprised of students, parents, certificated and classified personnel and administrators who came together as strangers, representatives of different stakeholders and different neighborhoods with very different perspectives. Yet, with one common goal, to serve all of the children in our district.

We established our criteria: neighborhood schools, minimal bussing, diversity and equity and began our task of realigning the boundaries for 12 schools.

We faced the first public forums with some trepidation; however, at those meetings we met warm wonderful people. Hundreds of concerned citizens came to listen to our presentations, and accepted our challenge to assist us in creating the boundaries. They went to the maps, asked insightful questions, voiced their concerns, and offered constructive verbal and written feedback.

We were gratified by their response and used it to expand our thinking and to improve our original options.

At this time, we would like to publicly thank those community members who took the time to participate in this decision making process.

We went back to the drawing board. In order to complete our task, we asked for and were supplied information in a timely manner. After having considered this information and all of the input we received from the community, we believe Middle School Option A and Elementary Option 4 support the entire transformation process, and represent our best thinking, our best work, and the best option to serve all of the children in the district.

We did not take this task lightly. We recognized from the beginning that we would not be able to please everyone. We kept the best interest of all of our students in the forefront of our thinking.

We are a unique district, in that we have a process in place, wherein all of the stakeholders of a community can voice their concerns and participate in making a decision of this magnitude. Other districts do not do this. We are grateful for the opportunity to have participated in this TIAT and we trust that the Board will honor the process and accept our work in good faith.

RECOMMENDATION 1.0
MIDDLE SCHOOL BOUNDARIES

WHEREAS the Boundary Transformation Implementation Advisory Team (TIAT) spent a total of 984 hours building a knowledge base, establishing criteria, analyzing , discussing, researching and studying data and,

WHEREAS the Boundary TIAT held four Community Forums and a Special Study Session to gather over 500 individual pages of input from the community and,

WHEREAS as a result, the Boundary TIAT has recommended two middle school options (A & B) for consideration and,

WHEREAS the Transformation Implementation Coordination Team (TraCT) having reviewed the Boundary TIAT's options has recommended Option A for the following reasons:

- Clearly delineated boundary lines
- Balances all middle school enrollments
- Keeps all middle schools enrollments under 1,000
- Grant Elementary students attend same middle school

NOW, THEREFORE, it is recommended by the District Superintendent that Option A be selected as the middle school boundaries to become effective September 1998.

PASSED AND ADOPTED by the Board of Education on the 20th day of January 1998.

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RECOMMENDATION 2.0
K-5 ELEMENTRY SCHOOL BOUNDARIES

WHEREAS the Boundary Transformation Implementation Advisory Team (TIAT) spent a total of 984 hours building a knowledge base, establishing criteria, analyzing , discussing, researching and studying data and,

WHEREAS the Boundary TIAT held four Community Forums and a Special Study Session to gather over 500 individual pages of input from the community and,

WHEREAS as a result, the Boundary TIAT has recommended three K-5 options (1, 4, 5) for consideration,

WHEREAS the Transformation Implementation Coordination Team (TraCT) having reviewed the Boundary TIAT's options, has recommended Option 4 with an addendum that allows Fairmont/Fairmont Terrace residents a choice of attending Grant (60 students maximum) or Corvallis for the following reasons:

- Balanced enrollment - allows space at all sites for growth
- No one school is overcrowded
- Transportation in Option 4 is doable - efficient and less expensive
- Maintains the core attendance area immediately around each site
- Reflects input of public attendees at Community Forums
- Strongest support from TIAT after 984 plus hours of research, analysis and discussion
- Given physical constraints of District, this option best addresses the safety issues
- Provides a choice for attendance area without core community school
- Provides for the least disruption of boundaries of school sites in the future

NOW, THEREFORE, it is recommended by the District Superintendent that Option 4 be selected as the K-5 boundaries to become effective September 1998.

PASSED AND ADOPTED by the Board of Education on the 20th day of January 1998.

ELEMENTARY SCHOOL
BOUNDARIES

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(67)

RECOMMENDATION 3.0
IMPLEMENTATION OF THE BOUNDARIES

WHEREAS the Transformation Coordination Team (TraCT) has recommended guidelines to permit a limited number of current 4th grade (1998-1999 5th grade) students to remain at their current school and,

WHEREAS TraCT has recommended that the current open enrollment policy not change and that the District honor open enrollment transfers approved in prior years and,

WHEREAS TraCT recommends that the Administration continue to study, analyze and develop a transportation plan based on the newly established elementary and middle school boundaries and that special consideration be given to establish a maximum walking distance for K-5 and 6-8 students by the Spring of 1998 and,

WHEREAS TraCT recommends that the District study safety and supervision of all new walking routes of students on instructional days,

NOW, THEREFORE, it is recommended by the District Superintendent that the recommendations approved by TraCT and contained in this resolution be approved by the Board of Education.

PASSED AND ADOPTED by the Board of Education on the 20th day of January 1998.

SAN LORENZO UNIFIED SCHOOL DISTRICT

The Enormity *of the* Transformation *Tasks* for 1997-98

RELOCATION IMPLICATIONS ONLY

- Please note this list covers tasks relating to Relocation only. It does not cover areas such as Curriculum Design, Inservice Training, Boundaries, etc.

1. Student Relocation

- 3962 students will be relocated to a different school
  - 170 Bohannon High students to Royal Sunset High
  - 1605 K-5
  - 2187 Middle School

- 2514 Middle School students will need to be programmed into classes
- 771 students and parents will need to be notified of 1998-99 school placement

2. Teacher Relocation

- 157 teachers will change work location
  - 12 from Bohannon High to Sunset High
  - 25 from San Lorenzo and Arroyo High Schools to the three Middle Schools
  - 50 current 6th and 7th grade teachers to Middle Schools
  - 31 current K-5 teachers from Edendale to other K-5 schools
  - 19 current K-5 teachers from Washington Manor to K-5 schools
  - 20 current K-5 teachers from Bay, Colonial Acres, Corvallis, Del Rey, Hesperian, Hillside, Lorenzo Manor to compensate for anticipated boundary changes

3. School Office Set-Ups

- 21 Offices need to be furnished and moved into
  - 4 Main School Offices
  - 4 Principals
  - 4 Vice-Principals
  - 3 Counselors
  - 3 Attendance Offices
  - 3 Psychologist Offices

- Plus work space for Speech Therapists, Miller-Unruh, Campus Supervisors, School Resource Officer

4. Classroom Relocation

   - 183 classrooms will be relocated
   - 3410 student desks will need to be relocated and/pr purchased, assembled and delivered

5. Relocation of Instructional Books, Materials and Supplies

   - 10,690 boxes will be used during relocation
     - 6720 for relocating teachers and classroom textbooks, materials and supplies
     - 3150 for relocating libraries
     - 820 for relocating offices

6. New Employees (does not include new hires due to retirements or resignations)

   - 54 Certificated
     - 18 Teachers for Middle Schools
     - 26 Teachers for 20:1 expansion
     - 3 Librarians
     - 3 Counselors
     - 4 Vice Principals

   - 40 Classified Employees
     - 9 Custodians
     - 3 Secretaries
     - 9 Clerks
     - 7 Cafeteria Helpers
     - 12 Lunch Period Supervisors

MANAGEMENT'S LEADERSHIP ROLE IN IMPLEMENTATION of the TRANSFORMATION

I. Administration will be focusing on the following during the next two months:

THOSE ON LEARNING CURVE ----

A. **139** Teachers new to San Lorenzo Unified School District.

B. **202** Teachers in a new school.

C. **102** Veteran teachers in a different grade level.

D. **65** Classified staff members in new school - all new.

E. **4** Clerical staff in new assignment.

F. **5,320** Students attending a different school.

G. Approximately **3,300** pieces of furniture will be moved between sites before school starts. (565 tables, 2,600 chairs, 135 bookcases.)

H. There are **89** contractors and subcontractors who must coordinate their trades in order to complete the Phase I school modernization projects.

I. An estimated **2,000** children will be in interim housing between the start of school and winter break while their permanent classrooms are being modernized.

J. Approximately **4,000** individual pieces of furniture/ equipment will be researched, priced and ordered before the start of school. This does not include instructional materials or office/classroom supplies.

II. It will NOT be Business as Usual. →

- ✓ There will be mistakes.
- ✓ Students will show up at the wrong school.
- ✓ Busing routes have been based on educated estimates, but will have problems.
- ✓ Staff will not fully face reality until they return - emotions will be high.
- ✓ Some furniture/supplies will not arrive on time.
- ✓ Not all interdistrict attendance agreements will be approved. Some of these students may have attended San Lorenzo Unified School District in the past.
- ✓ Phones may not all be installed.
- ✓ It will be noisy, disruptive.

III. In view of your role as a leader in the District, what will be your response during this time period?

- How can you resolve issues/problems, and not promote "Shame and Blame"?
- How can we all work together to have successful implementation?
- How can we avoid people from retreating in fear at a time of GREAT CHANGE?
- How can your leadership actions during this transition set a positive culture that promotes implementation of the Board's mission?

MONTROLES-96

San Lorenzo Unified School District

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Janis A. Duran

ASSOCIATE SUPERINTENDENT
Lawrence P. Mariscotto

ASSISTANT SUPERINTENDENTS
Arne Glassberg, Business Services
Stephen L. Ow, Personnel Services

SUPERINTENDENT'S LETTER — AUGUST, 1998

TO: Parents, Citizens and Staff

FROM: Janis Duran, District Superintendent

SUBJECT: TRANSFORMATIONS/THANKS/ COOPERATION AND TEAM WORK

First Day of School

- The 1998-99 school year commences on September 14.
- School Offices will be open September 10.

Modernization Underway — See Them Completed by the End of Next Summer

The modernization of Dayton (K-5), Grant (K-5) and the middle schools: Bohannon (6-8), Edendale (6-8), and Washington Manor (6-8) are underway. **Remember, the modernization of each school is a year long project.** The schools will be ready for the opening of school! There will be temporary (interim housing) portables added to the site while one wing at a time is modernized. When one wing is finished, the students move into their modernized rooms. This process, utilized by districts throughout the state, is then repeated with students from the next wing and so on until all work is completed.

Safety During Modernization

All wings being modernized will be encircled by temporary fencing. When one wing is finished, the fence is moved to encircle the next wing. All construction workers will be wearing identification tags. All workers at each site will be reminded they are role models and to keep language and manners appropriate for a school.

Construction Manager and State Building Inspector will be on each school site. The Manager is an employee of Kitchell CEM (one of the 75 largest construction management firms in the United States) and the Inspector is licensed by the state and employed by the district.

15510 Usher Street, San Lorenzo, CA 94580-1623 ● (510) 317-4600

Interim Housing: will be on each site until May or June of 1999 and then it will disappear (probably to a school in Phase II of the district's modernization program.

See Us Next Summer: could be the theme of each of the five schools in Phase 1 of the modernization projects. In addition to mechanical repairs each school will be painted inside and out.

Cooperation: Your cooperation, patience and flexibility will be needed and appreciated during the year. It will be worth it!

Communication: Kitchell staff will be providing the school principals frequent information for inclusion in school newsletters.

Standards and Safety: The same high education standards will be expected of students. The same excellent educational program will be operational and the schools will be safe.

Education is paramount: During the year of modernization every effort will be made to minimize disruption of the school — but there will be some. Every effort will be made by the principal, teachers and support staff to maintain the high quality of learning experiences for all students.

Remember: It will all be worth it!

Phase II Modernization: Architects are busy drawing the plans for the modernization of: Bay, Colonial Acres, Corvallis, Del Rey, Hesperian, Hillside and Lorenzo Manor and more work at Royal Sunset.

Much has been going on this Summer

The unofficial motto stated in *Transformations* (the district newsletter) **"Keeping the Best and Improving the Rest"** has never been more true. Just a few of the items underway this summer are listed:

- Continued development and refinement of the new middle school program.
- Implementation of Class Size Reduction (20:1) in Kindergarten, First, Second and Third Grades (employ more teachers, purchase equipment & furniture).
- Implementation of an expanded program to provide new teachers, and teachers new to the district, more support and assistance.
- Analysis of test results and development of priorities for improved instruction.
- Relocation of books, furniture and equipment for the new grade level reconfiguration of K-5, 6-8, and 9-12 for district schools.
- Adoption of new reading textbooks for the elementary schools.

"Curiosity is the first rung on the ladder to learning."
Anonymous

- $450,000 Grant for Healthy Start at San Lorenzo High School
- Development and adoption of a new *Safety Handbook for Students*.
- Installation of irrigation for the playgrounds of the last three schools (Bohannon, Grant and Royal Sunset) without systems — better playgrounds.

Transformations

The results of the reader survey were enthusiastically in support of continuing *"Transformations"* the district newsletter and the *Superintendent's Annual Report*. There will be six issues of *Transformations* instead of seven, a budget savings. The first issue will be out approximately August 25.

Have a Great Summer

I hope you and your family have a great summer. I know that the 1998-99 school year will be a great one for the students who attend our schools. We are transforming our schools because our children deserve the best.

"Change is not made without inconvenience, even from worse to better."
Samual Johnson, 1755

"It cost more to amuse a child now than it cost to educate his father."
Anonymous

Janis Duran
Superintendent

Summer School Programs

Summer School programs at both the elementary and secondary levels were offered this year at Hesperian School and at Arroyo High School. An initial enrollment of approximately 1300 students attended the sessions. Elementary students in grades 3-6 attended classes from June 22-July 24. Secondary students in grades 7-12 attended classes from June 22-July 31.

Both programs focused on skills building, particularly in Language Arts, Mathematics, Social Studies, and Science. At the elementary level, teachers and students created a program centered on the theme, "Cruisin". Classes adopted mascots and class names, and staff gave motivational awards for good attendance and citizenship. At the elementary level, Migrant Education classes, English Language Learner, and Special Education classes were also held. Principal of the elementary summer school session was David Gold. Tina Pomroy was a Teacher In Charge of the Special Education program.

At the secondary level, students in grades 9-12 took classes to make up credits for graduation or to improve transcript grades for college. High school students were required to complete 60 hours of actual instruction in order to obtain credit. In grades 7 and 8, students worked to improve study skills, reading comprehension, and calculation skills prior to moving on to the high school program in the Fall. Seventh and eighth graders were enrolled in summer school classes upon the recommendation of their teachers and parents. Teachers supplemented core curriculum with guest speakers, library field trips, and inter class competitions to keep students motivated.

Summer School Coordinator, Richard Lloyd, was the secondary principal.

SAN LORENZO
Unified School District
15510 Usher Street
San Lorenzo, CA 94580

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"We are transforming our schools because our children deserve the best."

Janis Duran
Superintendent

SuperIntendent's Letter

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Much Has Been Going On

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Have a Great Summer

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CHECKING IN

• LOCAL-4 — Editorial: California's parks remain in fire need

The Daily Review www.newschoice.com LOCAL NEWS City editor (510) 293-2420 TUESDAY September 15, 1998

JAKAN BENKERT — Staff

Cathy von Ibach, coordinator of special projects for the San Lorenzo school district, hands over an identification card to seventh-grader Patrick Lim on Monday, the first day of fall semester at Washington Manor Middle School.

Schools open with few problems

By Carolyn R. Sarsapi
STAFF WRITER

SAN LORENZO — CLUTCHING their class schedules in one hand with books and binders in the other, hundreds of flustered students wandered the halls of the three new middle schools that opened on the first day of classes here Monday.

Most of the students were part of the 5,300 who are taking classes at different campuses this year, thanks to the San Lorenzo Unified School District's reconfiguration to K-5 elementary, 6-8 middle and 9-12 high schools.

Schools had been under a K-7, 8-12 grade format for the past 17 years.

"I'm kind of nervous, but I'm excited at the same time," said Sade Eatmon, one of the late registrants who crowded into Washington Manor Middle School's office Monday morning.

The lobby at Washington Manor Middle School is filled with parents and students registering during the first day of class in the San Lorenzo Unified School District in a new grade configuration.

Washington Manor, Bohannon and Edendale schools were converted to middle schools to help the district deal with steady enrollment growth during the past few years. Davton and Grant elementary schools also reopened Monday to allow for more primary-grade classrooms with 20 students or fewer.

Some students will move from room to room on each of the five new campuses as construction crews continue modernization work through December.

That didn't seem to bother Jimmy Ying, who started fourth grade at Dayton after attending the old Washington Manor Elementary School last year.

"I picked to go to this school," said Ying, 9. "My dad said Corvallis was

Please see Schools, LOCAL-2

Schools: Kids, teachers shuffled

Continued from LOCAL-1

the closest school, but I wanted to come here because this school is new. It's great."

Students aren't the only ones being shuffled around this year.

More than 200 teachers and 3,300 pieces of furniture were moved to different campuses for the start of the fall semester, according to district figures.

Despite all the changes, the start of classes Monday went off without the glitches that administrators had expected.

"It went incredibly smooth — it's almost scary," said Diane Cariss, Washington Manor's principal.

"I anticipated a lot of late registering and a lot of problems, but that didn't happen.

"The biggest glitch was that we're on a short schedule today and the bells are still on the long schedule."

District officials had warned the Board of Education that teachers at Bohannon and Grant might have to use cellular phones because of delays in installing the new school telephone systems.

But crews worked through the weekend on the system, and only a few phones in portable classrooms were having trouble, officials said.

"We were very, very pleased," Superintendent Janis Duran said. "It was a very smooth, successful opening. I can't say enough."

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Special Edition

TRANSFORMATIONS

Keeping the Best — Improving the Rest

Charlotte Davis

Lorenzo Manor, Charlotte Davis's K-2 Class

Teacher of the Year for SLzUSD

Invitation to San Lorenzo Parents/Community Members

This Special Edition of Transformations is intended and designed to inform our community about our exciting plans for development of Strategic Plan II. We are looking for individuals who are willing to invest some time in working on one of the Research and Development Groups. Members need to be open to studying complex issues and willing to share their ideas on how to continue to best serve our students. If you find the work of a Group of interest to you, please fill-out the **sign-up sheet found on page 6** of this issue and either turn it in to your local school site or mail the completed form to the

San Lorenzo Unified School District
Attention: Jane Tom, Educational Services
15510 Usher Street
San Lorenzo CA 94580-1623

Questions can be addressed to Jane Tom at (510) 317-4701.

Thank you in advance for considering participating in this important work.

Sincerely
Janis Duran, Superintendent

STRATEGIC PLAN II WORK BEGINS

Since 1994, the work of the San Lorenzo Unified School District has been guided by the Mission, Vision, Values, Goals and Objectives of the Strategic Plan. Developed over 18 months with the input of community, this Plan led to changes that have included the:

- establishment of Site Representative Councils at all schools
- implementation of 20:1 in 182 classrooms for all K-3 students
- stronger ties with local businesses service providers and community organizations
- installation of voice mail and telephones in classrooms
- training for teachers in early literacy strategies
- development and implementation of Human Relations Plans at each school
- reconfiguration of the school district to the new K-5, 6-8 and 9-12.

As more and more of the goals became accomplishments, it was clear the time had come to begin work on **Strategic Plan II.**

A Design Team began work in January 1998, to map out a plan to accomplish this task so that Strategic Plan II can be approved by the Board in July 1999. Rather than nine areas of emphasis, the new plan will concentrate on three:

- Student Achievement
- Student Housing
- Human Relations

As was the case for the original Plan, the Goals and Targets for each of these areas will be developed with community involvement. This **special edition** of *Transformations* contains information on how our community can become involved in the development of Strategic Plan II—so that we continue our work of "Keeping the Best, Improving the Rest for Greater Student Achievement".

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◆ TRANSFORMATIONS ◆

ISSUE #11
December 1998

Research And Development Groups

The main work of the Research and Development Groups is to recommend Goals and Targets in response to the Strategic Questions in their Focus Area. These Goals and Targets will be the platform to achieve the Mission, Vision, Values and student Outcomes of the Strategic Plan.

To complete this work each group members are expected to:

- Attend all meetings
- Read the information provided
- Participate in discussions
- Work together in a cooperative spirit
- Abide by the ground rules established by the group
- Support the decisions made through the consensus process
- Adhere to the Board adopted parameters, Federal and State regulations and union contracts
- Use a polling process to identify recommendations
- Adhere to the board approved timeline established for completion of work.

Tentative Timeline for Board Review of Research and Development Work

February 16, 1999: Review of Research Report

April 20, 1999: Review of Goals and Targets

June 15, 1999: First Reading of Action Plans

July 6, 1999: Board Approval of Strategic Plan II

Corvallis 2nd Grade
Jaci France, Teacher
Alex Asefi, Student

Corvallis
David Dalton & Students
5th Grade Vegetable Garden Project

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◆ TRANSFORMATIONS ◆

ISSUE #11
December 1998

STUDENT ACHIEVEMENT RESEARCH AND DEVELOPMENT GROUP

The group will answer the Strategic Questions:

- How can we ensure *all* students meet the Board approved academic standards?
- How can we ensure *all* students achieve 21st Century skills?
- How can we use data from our multiple measures to guide all site and district decisions?

The group will not:

- Write/revise Content Standards for curricular areas or curriculum adoptions
- Expand the parameters of the research
- Expand the time frame for the development of Goals, Targets, and Action Plans
- Make recommendations contrary to Board policy and/or state mandates.

Meeting Times
5:00-8:00 p.m
A light dinner will be served at 4:45 p.m. on:

January 12	March 24
January 20	April 21
February 3	May 5
February 24	May 19
March 3	May 26

Providers	Receivers
1. K-5 Teacher	1. Parent K-5
2. K-5 RSP Teacher	2. Parent 6-8
3. 6-8 Teacher	3. Parent 9-12
4. 9-12 Teacher	4. Student K-5
5. K-5 Administrator	5. Student 6-8
6. 6-8 Administrator	6. Student 9-12
7. 9-12 Administrator	7. Bilingual Parent
8. Middle or High school Counselor	8. Alternative Program Parent
9. CSEA *–Instructional Assistant	9. Rep. From Higher Education
10. SEIU *	10. Rep. From Business

STUDENT HOUSING RESEARCH AND DEVELOPMENT GROUP

The group will answer the Strategic Questions:

- How can the District accommodate projected enrollment growth for the year 2000 and beyond?
- What are the District's available/potential resources to meet housing needs for students, Preschool through Adult?
- How can the District meet our facility needs while working within legal requirements and parameters?

The group will not:

- Focus on curriculum, assessment and instruction
- Discuss which students would go to what school
- Address middle and high school facility needs.

Meeting Times
5:00-8:00 p.m
A light dinner will be served at 4:45 p.m. on:

January 12	April 1
January 14	April 15
January 21	May 6
February 4	May 11
March 4	May 20
March 9	May 27

Providers	Receivers
2. K-5 Teacher	**1. Bohannon Student**
4. 6-8 Teacher	2. Bohannon Attendance Area Parent
6. 9-12 Teacher	3. Bohannon Attendance Area Parent
8. CSEA* School Site person	**4. Edendale Student**
10. SEIU*	5. Edendale Attendance Area Parent
11. K-5 Administrator	6. Edendale Attendance Area Parent
12. 6-8 Administrator	**7. Washington Manor Student**
13. 9-12 Administrator	8. Washington Manor Attendance Area Parent
*CSEA is the California School Employees Association *SEIU is the United Public Employees Local 790 SEIU, AFL/CIO	9. Washington Manor Attendance Area Parent
	10. Community - Edendale
	11. Community - Bohannon
	12. Community – Washington Manor
	13. Representative appointed by RAFTA

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◆ TRANSFORMATIONS ◆

ISSUE #11
December 1998

HUMAN RELATIONS RESEARCH AND DEVELOPMENT GROUP

The group will answer the Strategic Questions:

- How can we create a climate in our schools which promotes an understanding and respect for our diverse school community (students, parents and staff)?
- How can we increase parent/community involvement in our schools?

The group will not:

- Expand the research parameters
- Expand the time frame for the development of Goals, Targets, and Action Plans.
- Develop additional strategic questions.

Meeting Times
6:00-7:30 p.m
A light dinner will be served at 5:30 p.m. on:

January 12	March 16
January 25	March 30
January 26	April 26
February 1	April 27
February 8	May 3
February 22	May 10
February 23	May 17
March 9	May 25

Providers	Receivers
1. K-5 Teacher	1. Student Elem.
2. 6-8 Teacher	2. Student Middle School
3. 9-12 Teacher	3. Student High School
4. K-5 Administrator	4. Parent Elem.
5. 6-8 Administrator	5. Parent Middle School
6. 9-12 Administrator	6. Parent High School
7. CSEA assigned to school site	7. Parent Alternative Programs
8. CSEA assigned to the District Office	8. Student Middle School/Alternative Program
9. SEIU (Either from a school site or the District Office)	9. School Resource Officer
	10. Royal Sunset Parent
	11. Community
RESOURCES for Group Counselors Psychologists Campus Supervisors	Parent/community representatives are asked to indicate if they have Human Relations experience or experience as a school Lunch Period Supervisor.

First Grade, Laura Gonsalves Room, Lorenzo Manor

Kindergarten, Grant School
Paula Rodriguez, Parent Volunteer

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Selection Process

The composition of the Research and Development Groups and the process for selecting the members was Board approved on November 3, 1998. In keeping with the established practice, employees will be identified for Provider positions, while parents, students and community will be identified for Receiver positions. The following selection process for identifying the members of both Providers and Receivers was developed by the Planning to Plan committee.

Intent of selection process:

- to have balanced representation on each Research and Development Group both in ethnic diversity and in representation from the middle school feeder areas;
- to include providers (district employees) and receivers (parents, students and community members);
- to include the selection of the representative and alternate from each group;
  1. Alternates may attend the meeting but may not participate in the decision making process unless they are acting in the place of the representative;
  2. The representative is responsible for updating the alternate prior to the meeting when the alternate will serve in the place of the regular member;
  3. A vacancy will be filled by the alternate; if there is no alternate, a replacement may be drawn from the names of those who originally volunteered;
  4. Participants may be members of only one Research and Development Group.

Providers – Employees

Selection of provider representatives will be determined through the internal process of the employee group. Each group is encouraged to honor the intent of the selection process as they invite members to participate.

Receivers – Parents/Community Members

- Parent and community representatives will be drawn at random from those responding to an invitation to participate (see front page). Volunteers will be divided into six boxes – two for each middle school attendance area.
- Names for each Receiver slot will be drawn from the boxes in accordance with the need to balance the Research and Development Group.

Receivers – Students

- The names of students who clearly understand the commitment involved and accept the associated responsibility will be sent to Jane Tom. The names of the student representatives will be drawn at random from the names submitted by the schools.

  Site administrators will be asked to especially encourage the participation of students who meet the following criteria:

  1. Students in grades **5-12** for this school year;
  2. Students who demonstrate responsibility, clear thinking and the ability to articulate their ideas;
  3. Students who will make and keep the commitment to attend all meetings;
  4. Students of various ethnic/cultural backgrounds.

The names to fill the Receiver positions on each of the Research and Development Groups will be drawn as a part of the December 15, 1998 Board of Education meeting.

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Due By December 10, 1998
Drawing for members will take place at the December 15, 1998 Board of Education Meeting

Name_____ If parent, school(s)_____

Address_____ Your child(ren) attend:_____

Phone: (Home)_____ Phone: (Work)_____

I would like to be considered for a _____ parent position.

_____ community position.

Ethnicity (needed to honor the intent of the Planning Committee that each group have balanced representation):

White ❒ Native American ❒ Hispanic ❒ Asian ❒

Pacific Islander ❒ African American ❒ Filipino ❒ Other ❒

Research and Development Group of interest (please indicate 1st, 2nd or 3rd choice if you are interested in more than one Group)

_____Student Housing _____Student Achievement _____Human Relations

_____Experience as Lunch Period Supervisor

_____Expertise in Human Relations

Turn into the Office of your local school site
or mail to:
San Lorenzo Unified School District
Attention: Jane Tom, Educational Services
15510 Usher Street
San Lorenzo CA 94580-1623

◆ *TRANSFORMATIONS* ◆

ISSUE #11
December 1998

Special Edition of *Transformations*
Strategic Planning

Invitation to Participate in R&D Groups
— ① —

Research & Development Groups
— ② —

R&D Group - Student Achievement
R&D Group - Student Housing
— ③ —

R&D Group - Human Relations
— ④ —

R&D Groups Selection Process
— ⑤ —

PURPOSES OF A STRATEGIC PLAN

Synergy
Team work
Results
Analysis
Transformation
Energy
Good decisions
Involvement
Continuous improvement

Proactive
Limited resources optimized
Access
New thinking

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SAN LORENZO UNIFIED SCHOOL DISTRICT

Strategic Plan II Process

DISTRICT COMMUNICATION SYSTEM '98 -'99

Communication Strategy	*Stakeholders*
1.0 Research and Development Groups • Reflect participation of all stakeholders' perspective • All meetings open to public – Last 10 minutes available for public comments • Meeting dates/times listed in *Transformation* • Meeting dates/times listed in all schools' newsletters • Meetings and Times Brochure – sent to all homes • Meeting dates/times printed in local newsletters	**1.0 Made up of Staff, Parents, Students and Community**
2.0 Critical Friends • Four sessions to provide input/reflections serving as a Focus Group • Every SRC Represented • Reports back to every SRC	**2.0 Made up of Staff, Parents, Students and Community**
3.0 Site Representative Council • A review of the 'Research and Development Groups' work will be done at Every SRC meeting at every school	**3.0 Made up of Staff, Parents, Students and Community**
4.0 Transformations • Articles will be devoted to Strategic Plan II and the work of the 'Research and Development Group' • Two-way communication tear-offs will be provided with Survey Questions • Input on Research and Development work will be sought	**4.0 30,000 Constituents including Parents, Staff, Senior Citizens, Businesses and Community**

Communication Strategy	Stakeholders
5.0 Employee Leader Meetings will focus on Strategic Plan II work	5.0 SLEA, SEIU, CSEA and SLMA
6.0 All Regular District Community Meetings will have an agendized discussion	6.0 - District English Language Learners, Parent Committee - Reading Teachers Committee, Etc.
7.0 Minutes of Research and Development Group meetings widely distributed	7.0 SRC, All Management, Employee Group Leaders and Board
8.0 Board Meeting Agendas ◆ Approval of Planning to Plan Process - (May, 1998) ◆ Strategic Questions – (October 20, 1998) ◆ Approval of Composition/Selection Process – (November 6, 1998) ◆ Student Housing Study Session – (November, 1998) ◆ Student Achievement – (January 26, 1999) ◆ Research Reports – (February 16, 1999) ◆ Goals and Targets – (April 20, 1999) ◆ Action Plans – (June 15, 1999) ◆ Strategic Plan – (July 6, 1999)	8.0 Community Parents, Staff, Students, Business Owners

(68)

Larry/SPII-communicationsystem

STRATEGIC PLAN II

San Lorenzo Unified School District

Educating for Success

PHASES

MILESTONES

TIMELINE

1: DESIGN PROCESS

CONCEPTUAL PLAN OF THE PROCESS

PARAMETERS FOR RESEARCH & DEVELOPMENT

- ✓ * Phases
- ✓ * Milestones
- ✓ * Research & Development Group
  - Human Relations
  - Student Achievement
  - Student Housing

defined

- ✓ * Mission
- ✓ * Budget
- ✓ * Decision process
- ✓ * Final product template

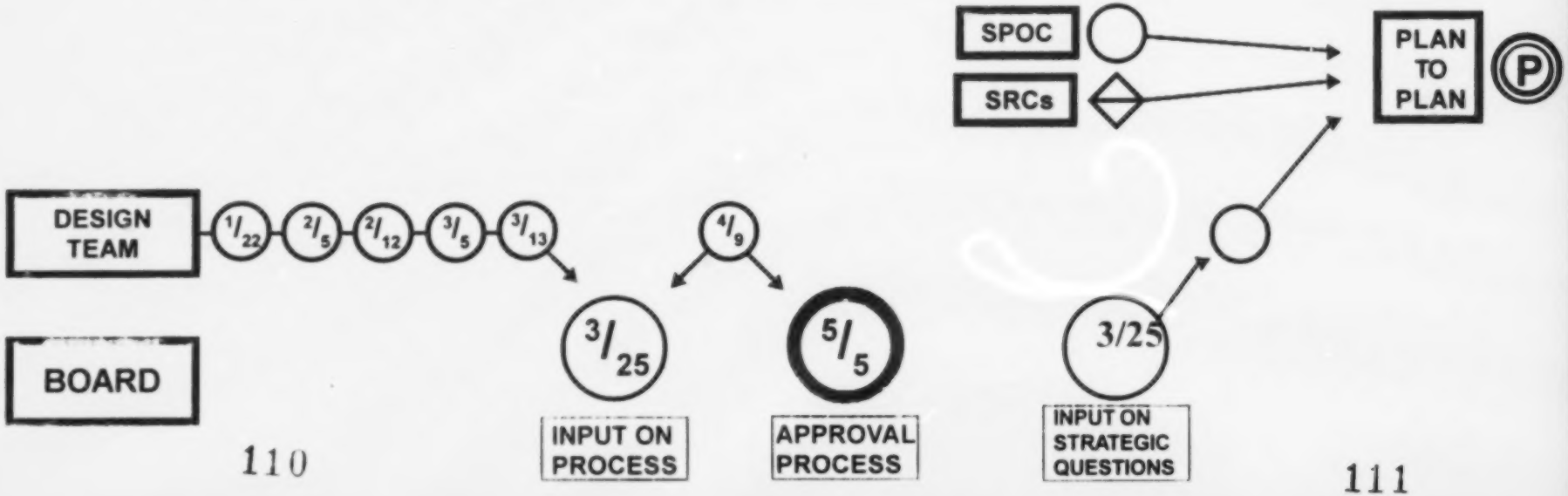
defined

2: STRATEGIC QUESTIONS

HOW TO IMPROVE STUDENT LEARNING

- ✓ * Strategic questions defined

NOTE: Begin data and resource collection for research and development groups



3: PLAN TO PLAN

YOU ARE HERE

4: RESEARCH

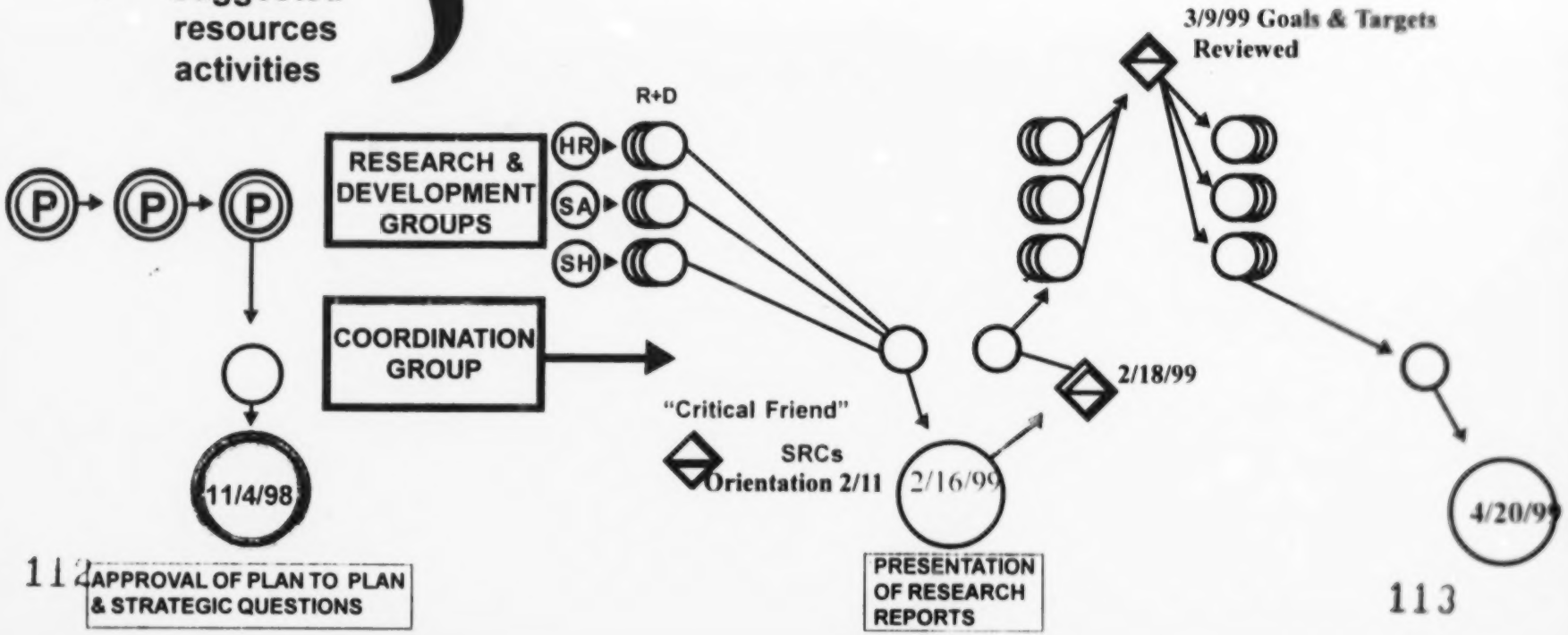
BASED ON STRATEGIC QUESTIONS

5: DEVELOP GOALS & TARGETS

- ✓* Composition & selection of R&D groups
- ✓* Communication between groups
- ✓* Suggested resources activities

- * Understand foundation data
- * Provide reflections about implications

- * Understand Goals & Targets
- * Provide reflections about Goals & Targets



6: ESTABLISH IMPLEMENTATION PORTION OF PLAN

* Understand Action Plans
* Provide Reflections to Action Plans

7: PROCURE RESOURCES TO IMPLEMENT PLAN

* Resources
* Time
* Energy
* Staff
* Planning
* Materials

8: DISTRICT IMPLEMENT PLAN

* Activate Action Plans for each Goal in accordance with respective timeline
* Evaluation Completed

Long Term Facilities

1996 August | September | October | November | December | 1997 January | February | March

PLAN TO PLAN

MILESTONES

- Process & Goals Map
- Governance Structure (decision proc.)
- Functioning Resource Team
- Large Group Members Identified
- First Meeting Planned

TEAM DEVELOPMENT

MILESTONES

- Consensus Training
- Info. on Purpose, Outcomes, Timeline
- Experience "My opinion is valued"
- Clarity How to Give & Get Input
- Agree on Ground Rules

RESEARCH

DEV. CONT.

MILESTONES

Thinking out loud about possible recommendations ("mixing & matching")

MILESTONES

- Agreement on Facts
- Agreement on Key Problems Which Need to be Addressed

DEVELOP CRITERIA

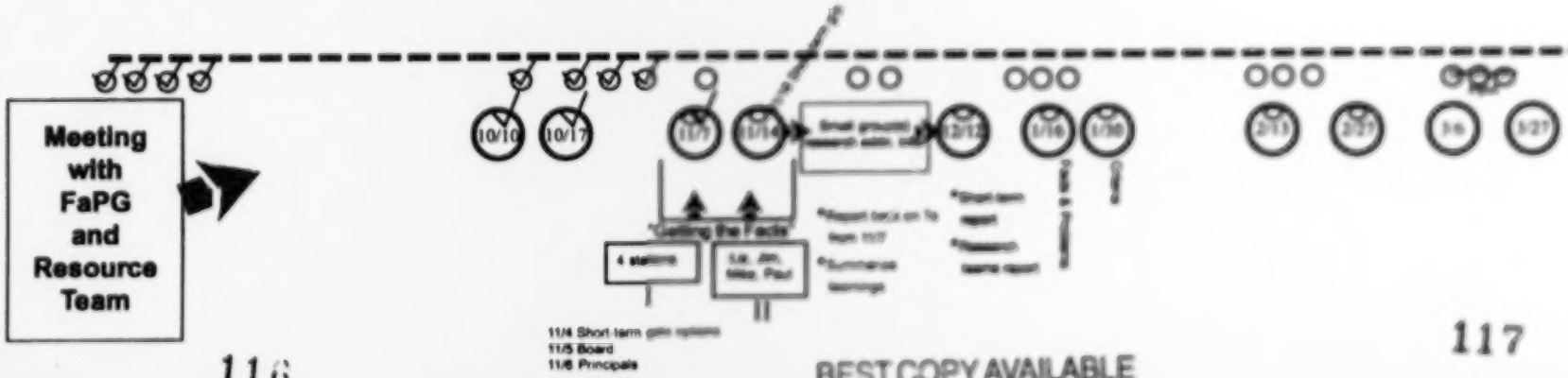
MILESTONES

- Agreement on Criteria (for recommendations)
- Awareness of Parameters

DEVELOP RECOMMEND.

MILESTONES

- List of Recommendations Agreed By Committee (Mar. 27)



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Planning Group

San Lorenzo Unified School District

Educating for Success

SINCE 1918

April **May** **June** **1997-98** **1998-99**

INPUT FROM COMMUNITY & BOARD	REVISION	FINAL APPROVAL	PLAN IMPLEMEN-TATION	IMPLEMEN-TATION
MILESTONES	MILESTONES	MILESTONES	MILESTONES	
•Reaction to Recommendations	•Revised Recommendations	•Recommendations Approved by •Committee •Supt. •Board •Final Report	•Terminate Leases •Hire Architect •State OSA (OPSC) requirements •Design Curriculum changes & program •Hire personnel (Admin., etc.) •Purchase materials/supplies •Possible boundary changes •Parent notification •Transportation •Staff relocation process •Food Services •Union sideletters •Furniture ordering •Handicap/Spec. Ed. needs •Data processing •Phones •Labs (computer, science, etc.) •Order texts, instr. materials	

4/17 5/1 5/22 6/3 Board Mtg

○ = Staff Resource Team Meetings

◯ = Long Term Facilities Planning Group Meetings (w/date)

☑ = indicates meeting has been completed

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